

English Home Language Grade 3

By:

Siyavula Uploaders

English Home Language Grade 3

By:

Siyavula Uploaders

Online:

< <http://cnx.org/content/col11114/1.1/> >

C O N N E X I O N S

Rice University, Houston, Texas

This selection and arrangement of content as a collection is copyrighted by Siyavula Uploaders. It is licensed under the Creative Commons Attribution 3.0 license (<http://creativecommons.org/licenses/by/3.0/>).

Collection structure revised: September 22, 2009

PDF generated: February 6, 2011

For copyright and attribution information for the modules contained in this collection, see p. 312.

Table of Contents

1 Term 1

1.1	Summer Time	1
1.2	Summer Time - Marco the Magician	8
1.3	Summer Time - Why the sea is salty - Part 1	13
1.4	Summer Time - Why the sea is salty - Part 2	19
1.5	Summer Time - Question marks for questions	22
1.6	Summer Time - The "e" family	28
1.7	Summer Time - Rhyming	32
1.8	Summer Time - My Poem	37
1.9	Animal Stories	41
1.10	Animal Stories 02	45
1.11	Animal Stories - Robby the rabbit	52
1.12	Animal Stories - The sly Rabbit Chapter 1	58
1.13	Animal Stories - The sly Rabbit Chapter 2	62
1.14	Animal Stories - Riddles	67

2 Term 2

2.1	Midge Part 01	75
2.2	Midge - Part 02	81
2.3	Midge - Part 03	87
2.4	Midge - Part 04	93
2.5	Midge - Part 05	97
2.6	Midge - Part 06	105
2.7	Midge - Part 07	112
2.8	Midge - Part 08	117
2.9	Midge Part 2 - 01	122
2.10	Midge Part 2 - 02	127
2.11	Midge Part 2 - 03	132
2.12	Midge Part 2 - 04	139
2.13	Midge Part 2 - 05	144
2.14	Midge Part 2 - 06	148
2.15	Midge Part 2 - 07	154
2.16	Midge part 2 - 08	161

3 Term 3

3.1	Midge Part 3 - 01	165
3.2	Midge Part 3 - 02	170
3.3	Midge Part 3 - 03	176
3.4	Midge Part 3 - 04	182
3.5	Midge Part 3 - 05	187
3.6	Midge Part 3 - 06	192
3.7	Jaime's Diary	197
3.8	Jaime's Diary 01	202
3.9	Jaime's Diary Day 2	209
3.10	Jaime's Diary - Day 3	214
3.11	Jaime's Diary - Day 3 A	221
3.12	Jaime's Diary - Day 3 - Follow instructions	225

4 Term 4

4.1	Donald's Diary - Donald's reflections	233
4.2	Donald's Diary - Commas	237

4.3	Donald's Diary - Day 2	240
4.4	Donald's Diary - Opposites	248
4.5	Donald's Diary - Day 3	254
4.6	Donald's Diary - Doubles	258
4.7	Donald's Diary - My diary Day 1	264
4.8	Long, long Ago - Wishes	268
4.9	Long, long Ago - Long, long Ago	273
4.10	Long, long Ago - The bromtosaurus	277
4.11	Long, long Ago - My project on dinosaurs	282
4.12	Long, long Ago - My project on dinosaurs	287
4.13	Long, long Ago - Thunder Part 2	291
4.14	Long, long Ago - Thunder Part 3	295
4.15	Long, long Ago - Sentences	301
4.16	Long, long Ago - Sentences 02	306
Attributions		312

Chapter 1

Term 1

1.1 Summer Time¹

1.1.1 ENGLISH HOME LANGUAGE

1.1.2 Summer Time

1.1.3 EDUCATOR SECTION

1.1.4 Memorandum

1.1.5 For the educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.1.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The topic chosen for this module is dream holidays. As the poem suggests the characters spend a holiday at the sea, but because it is only a dream they can envisage other ways to spend their holidays.

Learners read the story “Why the sea is salty” and comprehension, phonic and writing activities are based on the story.

¹This content is available online at <<http://cnx.org/content/m24100/1.1/>>.

Cursive writing is introduced and the pattern and letters as follows are taught: **i, t, p, s**.

- Phonics: The “**a**” family consisting of “**ay**”, “**ai**”, “**a**” as in cake, and “**ey**”.

The “**e**” family consisting of “**e**”, “**ee**”, “**ea**”, “**y**”, “**ey**” and “**ie**”.

The “**o**” family consisting of “**o**”, “**o**” as in **nose**, “**oe**”, “**ou**” and “**ow**”.

Although this seems a long module, the educator must realize that three to four pages can be covered a day e.g. one writing page, one reading page and one phonics or one comprehension page per day.

It is recommended that the pages are used in the same order in which they have been written.

1.1.5.2 Integration of themes

- A Healthy environment

Beaches and picnic spots should be kept free of litter.

- Social Justice

Not everybody can go to the sea for a holiday. Learners could become aware of the under-privileged and how they can be helped.

- Human rights

Anyone should be allowed on the beaches. There should be no discrimination. People visiting these public places, have a responsibility towards the behaviour of other people at, and caring for, these places.

1.1.6 LEARNER SECTION

1.1.7 Content

- A Poem to listen to, to read and to learn.

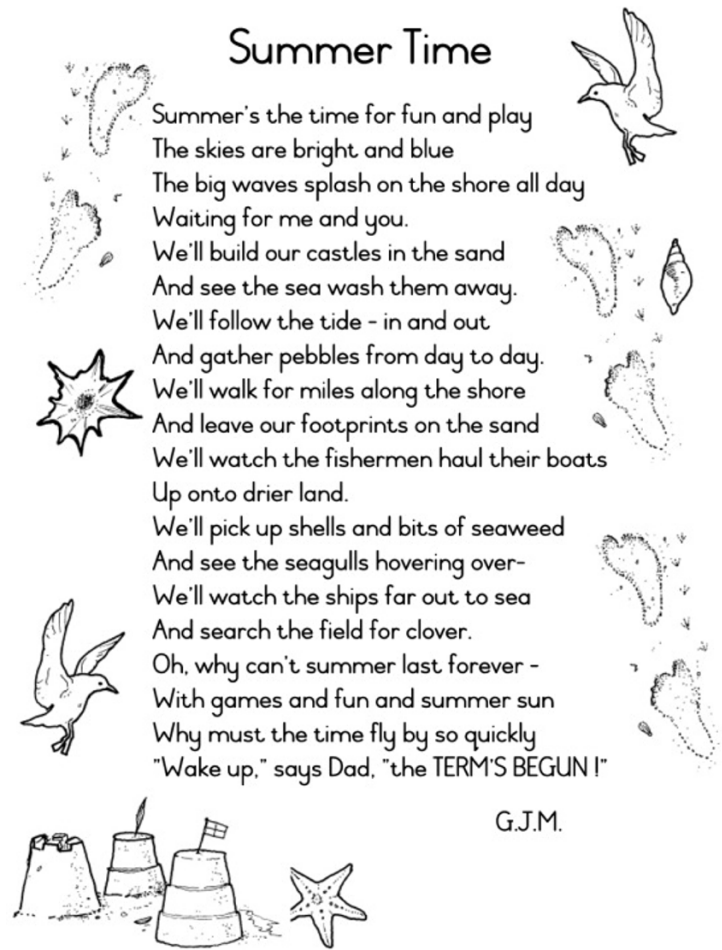


Figure 1.1

LO 1.2		LO 3.2.1		LO 1.4.4	
--------	--	----------	--	----------	--

Table 1.1

How well did you listen?

- Which season is the best for visiting the seaside.

Give your reason.

.....

.....

.....

.....

.....

.....

- Explain in your own words how to build a sand castle.

.....

- Pebbles are

.....

 and

.....

LO 1.4.5		LO 4.1.1		LO 4.5.2	
----------	--	----------	--	----------	--

Table 1.2

- Why do seagulls "hover over"?

.....

- Which do you prefer: a holiday at home, a holiday at sea? Give your reasons.

.....

.....

.....

.....

.....

.....

- Do you think the character in the poem really was at the sea or was he/she just dreaming?

Give a reason for your answer.

.....

.....

.....

.....

.....

.....

LO 1.4.2		LO 4.1.1		LO 4.5.2	
		LO 1.4.5		LO 5.2.1	

Table 1.3

- Divide into small groups.
- Take turns to tell the others how you spent your holidays.
- Read the poem "Summer Time"
- Discuss all the things you could do at the sea.
- Complete the diagram to write down your ideas.

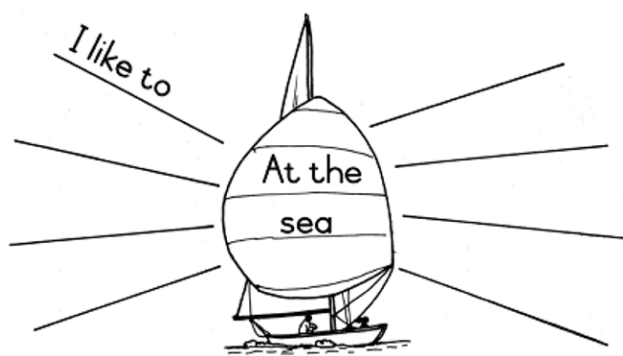


Figure 1.2

- Draw up a list of words you may need for your story about "A holiday at the Sea". Write them here.

[illegible]

LO 2.1		LO 2.5		LO 4.1		LO 4.2	
--------	--	--------	--	--------	--	--------	--

Table 1.4

Now write your own story.

- Make it exciting.
- Think about an interesting beginning.

1.1.7.1 A Holiday at the Sea

[illegible]

LO 2.3		LO 4.4.1		LO 4.5.2	
		LO 4.5.5		LO 6.3.2	

Table 1.5

1.1.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by asking questions and commenting on that which was heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.2 listens for details;

1.4.4 communicates back a sequence of events or ideas in a text;

1.4.5 answers questions about the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner recounts personal experiences and more general news events, and expresses feelings and opinions about them;

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation;

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:
2.5.3 suggests or elaborates on ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. cause and effect, drawing conclusions);

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly.

1.2 Summer Time - Marco the Magician²

1.2.1 ENGLISH HOME LANGUAGE

1.2.2 Summer Time

1.2.3 EDUCATOR SECTION

1.2.4 Memorandum

1.2.5 For the educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.2.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **b**right, “y”, “ie” and “i” as in **i**ce.

The “u” family consisting of “u” as in **u**se, “ew”, “ue” and “ou” as in **y**ou.

A letterblock is included to revise all phonic words learnt.

1.2.5.2 Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

²This content is available online at <<http://cnx.org/content/m24101/1.1/>>.

1.2.6 LEANER SECTION

1.2.7 Content

1.2.7.1 Marco the Magician says



Figure 1.3

- CAPITAL LETTERS are used:
 1. at the beginning of a sentence,
 2. for NAMES of people and places,
 3. for the word "I",
 4. for NAMES of days and months
- Use a FULL STOP at the end of a sentence.

Oh dear, Billy did not hear what Marco the Magician said! Can you help him write these sentences correctly?

1. mom and dad took us to the sea for a holiday

.....

.....

.....

.....

.....

.....

2. jack helped tom load the food into the car

.....

.....

.....

.....

.....

.....

.....
3. we always spend the december holidays with uncle ben in durban

.....
.....
.....
.....
.....
.....
.....
.....

4. i saw lily swimming in the sea on monday

.....
.....
.....
.....
.....
.....
.....
.....

- Complete the lines.

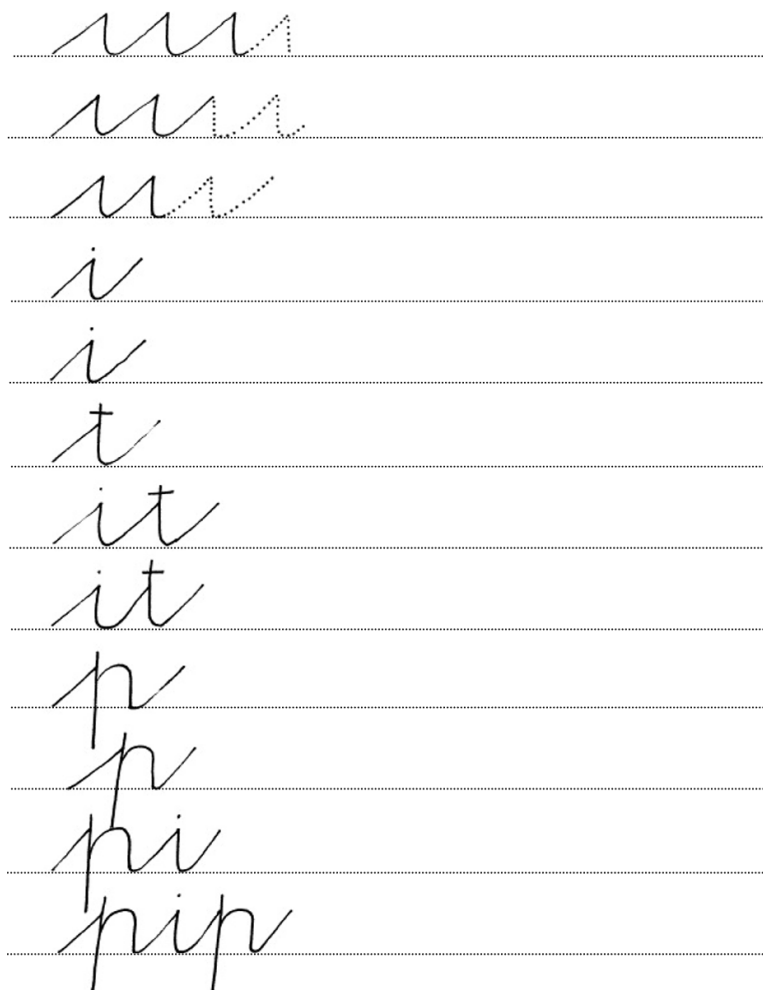


Figure 1.4

- Decorate the pattern.

LO 4.7.1 LO 4.7.2

- Write in the bubble what you think each one is saying or thinking.
- Read your page to the class.



Figure 1.5

LO 4.2.2 LO 5.2.2

1.2.8 Assessment

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 increases competence by completing a task in the time set.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.5.2 uses higher order thinking and the language associated with it.

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. cause and effect, drawing conclusions);

Learning Outcome 6: LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly.

1.3 Summer Time - Why the sea is salty - Part 1³

1.3.1 ENGLISH HOME LANGUAGE

1.3.2 Summer Time

1.3.3 EDUCATOR SECTION

1.3.4 Memorandum

1.3.5 For the educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.3.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

³This content is available online at <<http://cnx.org/content/m24102/1.1/>>.

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

1.3.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

1.3.6 LEARNER SECTION

1.3.7 Content

- A story to read

1.3.7.1 Why the sea is salty (adapted) - Part 1

One day there was a miller who had a salt grinder. It was a magic salt grinder. The miller made a lot of money with his salt grinder.

Whenever the miller wanted salt to take to the market he would say:

"Salt grinder, salt grinder

Grind me some salt

Grind me some salt

As much as you please."

Then the salt grinder would grind bags and bags of salt. When all the bags were filled to the brim the miller would say:

"Salt grinder, salt grinder

Please will you stop

The bags are all full

Right up to the top."

The salt grinder would then stop. The miller would load the bags onto his cart and sell them at the market. In this way he became a very rich man. Everyone knew he was a rich man but nobody knew about the magic salt grinder. The miller lived in a humble home and did not waste his money.

Now at the market was a lazy good-for-nothing thief. He was too lazy to work and sat at the market place begging for alms. Some folks felt sorry for him and gave him their dried crusts of bread or rotten apples that they could not sell.

The lazy good- for-nothing watched the miller everyday. He saw him bringing loads of bags of salt to market regularly. He noticed how much money the miller was paid for his salt. He thought of a plan!
(to be continued)

LO 1.4.3		LO 3.2.1		LO 3.3.1	
----------	--	----------	--	----------	--

Table 1.6

- Could you read the story fluently?
- Try reading it again without stumbling over the words.
- Read it with expression.

For you to do

- Write a short paragraph predicting what you think is going to happen next.

.....

.....

.....

.....

.....

.....

.....

LO 4.2.2		LO 4.4.2		LO 4.6.1	
----------	--	----------	--	----------	--

Table 1.7

The "a" family
(**"a" pronounced a as in "station"**)

- Look through the story of "Why the sea is so salty" and find all the words that have an "a" as in "station". Write them here.
- Write more words belonging to the "a" family.

ay as in day

ai as in rain

a-e as in cake

ey as in grey

a as in table

ay:

.....

.....

.....

.....

.....

ai:

.....

.....

.....

.....

.....

a-e:

.....

.....

.....

.....

.....

LO 3.4.1

ey:

.....

.....

.....

.....

a:

.....

.....

.....

.....

LO 3.4.1	
----------	--

Table 1.8

- Choose two words from each list and make sentences with them.

1.

.....

.....

.....

.....

2.

.....

.....

.....

.....

3.

.....

.....

.....

.....

4.

.....

.....

.....

.....

5.

LO 4.5.5	
----------	--

Table 1.9

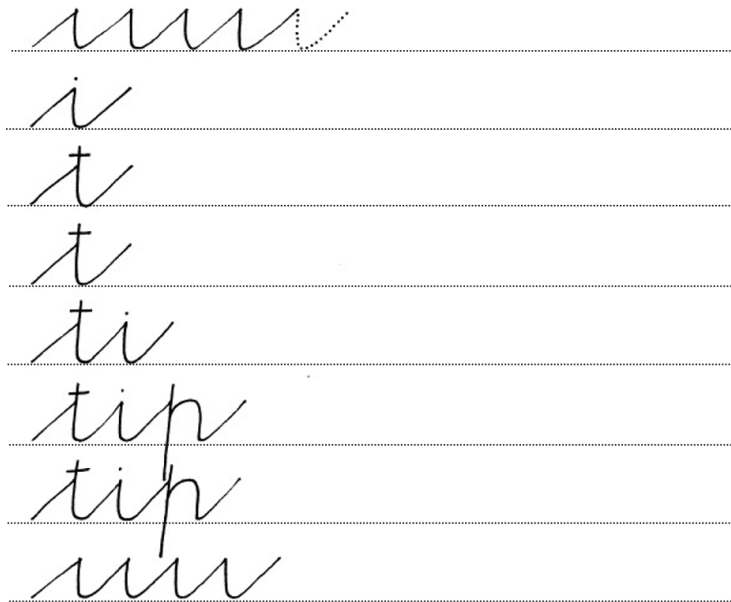


Figure 1.6

- Decorate the pattern.

LO 4.7.1		LO 4.7.2	
----------	--	----------	--

Table 1.10



Figure 1.7

1.3.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.3 predicts what will happen;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.4: We know this when the learner 'publishes' (makes public) own writing:

4.4.2 shares writing with intended audience, such as family and friends;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 increases competence by completing a task in the time set.

1.4 Summer Time - Why the sea is salty - Part 2⁴

1.4.1 ENGLISH HOME LANGUAGE

1.4.2 Summer Time

1.4.3 EDUCATOR SECTION

1.4.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

1.4.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F.**
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”, “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

⁴This content is available online at <<http://cnx.org/content/m24104/1.1/>>.

1.4.5 LEANER SECTION

1.4.6 Content

- The story continues...

1.4.6.1 Why the sea is salty (adapted) - Part 2

That night the lazy good-for-nothing followed the miller back to his house. He hid outside the window. He heard the miller say to the salt grinder:

"Salt grinder, salt grinder
Grind me some salt
Grind me some salt
As much as you please."

The man was so surprised to see the salt grinder grinding the salt and filling the bags with salt. He hid in the woods until dark, then crept up stealthily to the miller's house. He opened the door quietly, took the salt grinder and ran towards the shore. He climbed into the boat and rowed out to sea.

Thinking this was a good time to set the salt grinder to work he repeated the magic words:

"Salt grinder, salt grinder
Grind me some salt
Grind me some salt
As much as you please."

Immediately the salt grinder began to grind the salt. The lazy good-for-nothing was very pleased when he saw all the salt. Now he had enough salt to make him a rich man too, he thought.

LO 3.2.1		LO 3.3.1	
----------	--	----------	--

Table 1.11

"Stop now salt grinder
I have enough salt",

said the thief. But the salt grinder just went on grinding more salt. The thief became frightened when he saw the heavy load was going to capsize the boat. Again he shouted at the salt grinder. Still the salt grinder poured out more and more salt.

Well, sad to say, the boat capsized and down to the bottom of the sea went thief, the boat with all the salt and the salt grinder. And even to this day the salt grinder is grinding its salt into the sea.

LO 3.2.1		LO 3.3.1	
----------	--	----------	--

Table 1.12

- On the next page the story appears again, all muddled up.
- Draw the pictures and mark in the squares in which order they should have been.

LO 1.4.8	
----------	--

Table 1.13

The salt grinder ground bags and bags of salt.		The boat sank with the salt grinder still grinding salt.	
There was once a miller who had a salt grinder.		He put the salt grinder in a boat and put out to sea.	
The miller needed more salt and said: "Salt grinder, grind me some salt".		A thief stole the salt grinder one night.	

Figure 1.8

LO 1.4.4		LO 2.5		LO 2.5.6	
----------	--	--------	--	----------	--

Table 1.14

1.4.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

- 1.4.4 communicates back a sequence of events or ideas in a text;
- 1.4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to class discussions:

- 2.5.6 asks questions for clarification.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

- 3.3.1 reads a printed text fluently and with understanding.

1.5 Summer Time - Question marks for questions⁵

1.5.1 ENGLISH HOME LANGUAGE

1.5.2 Summer Time

1.5.3 EDUCATOR SECTION

1.5.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

1.5.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

⁵This content is available online at <<http://cnx.org/content/m24106/1.1/>>.

- Cursive writing: **X, Z, C, G, S, E, L.**
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.
Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

1.5.5 LEARNER SECTION

1.5.6 Content

1.5.6.1 Question Marks for Questions, says Marco the Magician



Figure 1.9

- A **QUESTION MARK** is written at the end of a question.
- Questions usually begin with words like:

how; where; when; which;
why; do; is; have.

1. Discover which are sentences. End with a full stop.
2. Which are questions? End with a question mark.
3. Remember capital letters.
4. Re-write these correctly:

1. when will the train from lordsville arrive

.....
.....
.....

.....

.....

.....

.....

.....

LO 4.6.2	
----------	--

Table 1.15

2. when i was seven i was in grade one

.....

.....

.....

.....

.....

.....

.....

.....

3. do you know mandi is my cousin

.....

.....

.....

.....

.....

.....

.....

.....

4. is your birthday in may

.....

.....

.....

.....

.....

.....

.....

.....

5. why are you wearing a hat

.....

.....

.....

.....

.....

.....

.....

.....

6. where does aunty bell live

.....

.....

.....

.....

.....
.....
.....
.....

7. have you ever been to london

.....
.....
.....
.....
.....
.....
.....
.....

8. tell me the story of cinderella

.....
.....
.....
.....
.....
.....
.....
.....

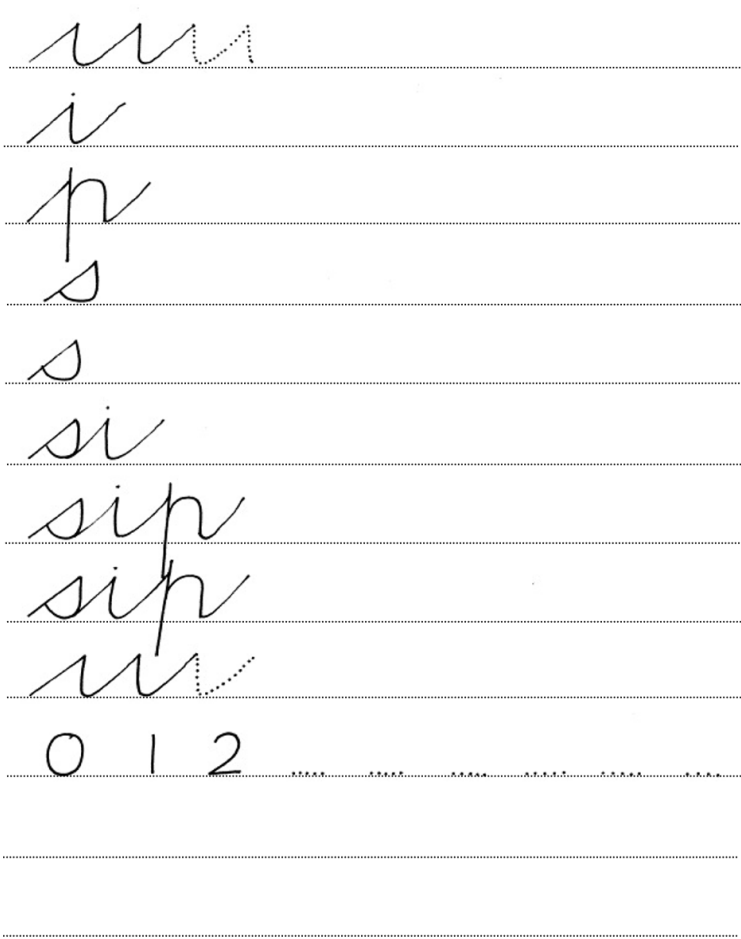


Figure 1.10

LO 4.6.2	
----------	--

Table 1.16

- Decorate the pattern.

LO 4.7.1		LO 4.7.2	
----------	--	----------	--

Table 1.17

- See which "a" family word fits in which sentence.

- 1. What a lovely summer's
 - 2. A rabbit's nest is called a
 - 3. We met the at the crossing.
 - 4. Get off at the next
 - 5. I had to do my work over
 - 6. I will you to school.
 - 7. Colour the elephant.....
 - 8. Make his shorter.
 - 9. If you the tree, the apples fall off.
 - 10.we are going to celebrate my
- Choose one and colour it:



Figure 1.11

LO 3.4.1	LO 4.5.6
----------	----------

Table 1.18

1.5.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in a sentence;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions;

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 increases competence by completing a task in the time set.

1.6 Summer Time - The "e" family⁶

1.6.1 ENGLISH HOME LANGUAGE

1.6.2 Summer Time

1.6.3 EDUCATOR SECTION

1.6.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

This module begins with a piece of factual writing to read about "Diaries". We read Jaime's diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother's help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with "ir", "er" and "ur"; words with silent letters "b", "k", "w" and "t" are taught in context.

1.6.4.1 Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

Jaime's diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

⁶This content is available online at <<http://cnx.org/content/m24108/1.1/>>.

1.6.5 LEANER SECTION

1.6.6 Content

The "e" family

("e" pronounced e as in "he")

- Look through the story of " Why the sea is so salty" - Part 2 and find all the words that have an "e" as in "he". Write them here:
- Here are more "e" sounds belonging to the "e" family
- Write more words underneath each one:

e as in he

ea as in read

ee as in see

ey as in key

y as in baby

ie as in thief

e:

.....

.....

.....

.....

ea:

.....

.....

.....

.....

y:

.....

.....

.....

.....

ie:

.....

.....

.....

.....

.....

.....

- Choose one in each group and make sentences with those words.

LO 3.4.1		LO 4.5.1	
----------	--	----------	--

Table 1.19

1.

2.

3.

4.

5.

6.

LO 4.5.1	
----------	--

Table 1.20

1. Use these words in your own funny "e" story.
2. Add any other "e" words that you need.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions;

4.6.2 uses punctuation appropriately;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 uses some spelling rules to spell correctly.

1.7 Summer Time - Rhyming⁷

1.7.1 ENGLISH HOME LANGUAGE

1.7.2 Summer Time

1.7.3 EDUCATOR SECTION

1.7.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

1.7.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.

⁷This content is available online at <<http://cnx.org/content/m24109/1.1/>>.

- Phonics: Words with “g” as in **gym**, “c” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

1.7.4.2 Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

1.7.5 LEARNER SECTION

1.7.6 Content

- Look again at the poem "Summer Time".
- This poem has rhyming words at the end of some of the lines.
- Rhyming words are words that sound the same.
- Find the words that rhyme with the following words:

play

.....

.....

.....

.....

.....

.....

.....

away

.....

.....

.....

.....

.....

.....

.....

sand

.....

.....

.....

.....

.....

.....

.....

over

.....

.....

.....

.....

.....
.....
.....
.....

sun

.....
.....
.....
.....
.....
.....
.....
.....

- Rhyming words do not have to have the same letters, e.g. rain can rhyme with pane.
- Write as many rhyming words as you can for:

sun;

.....
.....
.....
.....
.....
.....
.....

grows;

.....
.....
.....
.....
.....
.....
.....

sand;

.....
.....
.....
.....
.....
.....
.....

sea;

.....
.....
.....
.....
.....
.....
.....

.....
 day;

LO 3.4.6	
----------	--

Table 1.22

- Stories and poems also have DESCRIBING words. These are words that tell you more about something, e.g. the fat lady; the strict master; the lazy man, etc.
- Divide into groups and think of as many words as you can to describe the following.
- Use a dictionary to write the words correctly.

sea;

waves;

sandcastles;

summer skies;

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

4.5.3 builds word bank and personal dictionary.

1.8 Summer Time - My Poem⁸

1.8.1 ENGLISH HOME LANGUAGE

1.8.2 Summer Time

1.8.3 EDUCATOR SECTION

1.8.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

1.8.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

⁸This content is available online at <<http://cnx.org/content/m24110/1.1/>>.

.....

.....

.....

.....

.....

.....

.....

.....

.....

LO 4.2.2		LO 4.2.3		LO 4.3.1	
----------	--	----------	--	----------	--

Table 1.24

The **"O"** family
 ("o" pronounced o as in "no")

- Read this story.
- Underline all the words that have the "o" sound as in no.

Oh, Mr Bones, your nose is so long. It grows over your shoulder.

- Different letters make up the "o" sound.
- Write more words with these "o" sounds.

o as in no
o-e as in nose
ow as in grow
oe as in toe
ou as in shoulder

o:

.....

.....

.....

.....

o - e:

.....

.....

.....

.....

ow:

.....

.....

.....

.....

oe:

.....

.....

ou:

LO 3.4.3	
----------	--

Table 1.25

- Write sentences with two words out of each group

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

LO 3.4.3	
----------	--

Table 1.26

- Fill in the missing words

1. I hurt my
2. Baby is one year
3. Smell this
4. I have to go out I'd rather
stay
5. The thief the watch.
6. Mom said, I may not

7. I have a chain.
8. The wind will not today.
9. The lives underground.
10. I will my hair down to
my

LO 3.4.3	LO 4.5.6
----------	----------

Table 1.27

1.8.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.3 recognises some more vowel sounds spelled with two letters (vowel diagraphs);

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.2 writes a selection of short texts for different purposes;

4.2.3 where appropriate, writes a title that reflects the content;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in a sentence.

1.9 Animal Stories⁹

1.9.1 ENGLISH HOME LANGUAGE

1.9.2 Animal Stories

1.9.3 EDUCATOR SECTION

1.9.4 Memorandum

1.9.4.1 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

⁹This content is available online at <<http://cnx.org/content/m24112/1.1/>>.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.9.4.2 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **bright**, “y”, “ie” and “i” as in **ice**.

The “u” family consisting of “u” as in **use**, “ew”, “ue” and “ou” as in **you**.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.9.5 LEARNER SECTION

1.9.6 Content

- A poem to listen to, to read and to learn.

1.9.6.1 Animal Stories

Animals are funny things

With tails some short some long -
 Now listen while I tell you,
 How each one sings its song.
 For they can talk, I do suppose -
 The dogs do bark
 And ducks will quack,
 And bunnies twitch their noses.
 Monkeys fly across the sky -
 The lion is fierce and strong.
 The wise old owl he sits up high.

The elephant with his trunk so long.
 Now listen while I tell you,
 Of stories long ago.
 What animals can say and do -
 For we can learn from them.
 G.J.M.

- Decorate your page.

LO 1.4		LO 1.4.2		LO 3.3.1	
--------	--	----------	--	----------	--

Table 1.28

How well did you listen?

1. What is the title of the poem?
2. How do animals' tails differ?
3. Explain how dogs, ducks and rabbits "talk".
4. Name all the animals in the poem.
5. There are two groups of animals in the poem. Can you identify them?
6. What are the main differences between tame animals and wild animals?
7. Which words describe the lion?
8. Find out what monkeys, lions, elephants and owls eat.
9. What would happen to dogs, ducks and bunnies if they were left out in the jungle? Give a reason for your answer.
10. What does the poet invite you to do?
11. Why can animals be useful to man? The last verse will tell you.
12. Now read the poem for yourself.

LO 2.5		LO 2.5.3		LO 2.8	
--------	--	----------	--	--------	--

Table 1.29

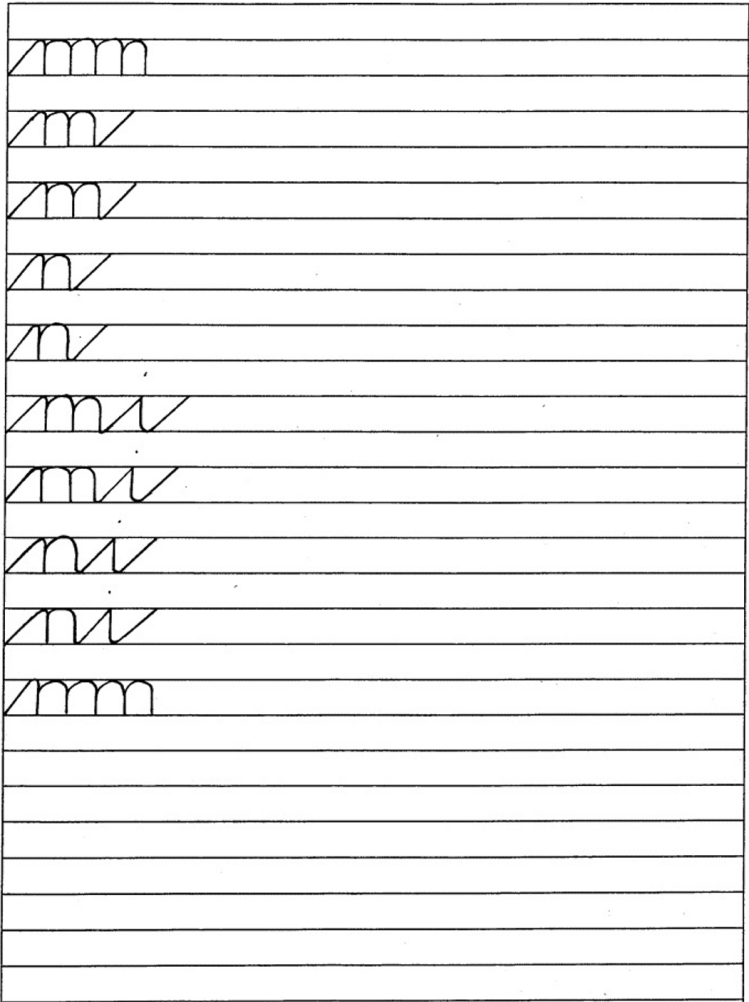


Figure 1.13

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.30

1.9.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.2 listens for details;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions: 2.5.3 suggests or elaborates on ideas;

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly.

1.10 Animal Stories 02¹⁰

1.10.1 ENGLISH HOME LANGUAGE

1.10.2 Animal Stories

1.10.3 EDUCATOR SECTION

1.10.4 Memorandum

1.10.5 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.10.6 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

¹⁰This content is available online at <<http://cnx.org/content/m24113/1.1/>>.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **bright**, “y”, “ie” and “i” as in **ice**.

The “u” family consisting of “u” as in **use**, “ew”, “ue” and “ou” as in **you**.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.10.6.1 LEARNER SECTION

1.10.6.2 Content

- Sort the animals into these groups. Number them.

1. Large tame animals
2. Large wild animals
3. Small tame animals
4. Small wild animals

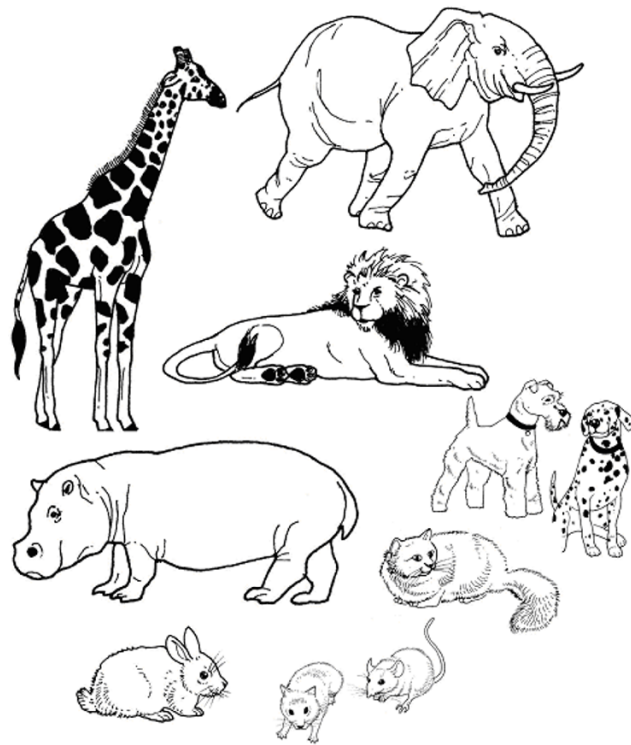


Figure 1.14

LO 4.1.1	LO 5.2.3	
----------	----------	--

Table 1.31

- Complete the list below.

Large tame animals	Large wild animals
Small tame animals	Small wild animals

Figure 1.15

LO 5.2.3		LO 5.3.6	
----------	--	----------	--

Table 1.32

- Choose a tame animal from your list.
- Write down some facts about this animal.
- Use a reference book from the library.

1.10.7 My tame animal

.....

.....

.....

.....

.....

.....

.....

- Do the same for any wild animal.

1.10.8 My wild animal

.....

.....

.....

.....

.....

.....

LO 3.2.3		LO 4.2.2		LO 5.2.3		LO 5.3.4	
----------	--	----------	--	----------	--	----------	--

Table 1.33

1.10.9 Talk about an animal

- Choose your tame animal or your wild animal and give a talk to the class.
- Make your presentation interesting. Use posters, pictures and/or diagrams.
- Draw up six questions to ask your audience at the end of your talk to see how well they listened.
- Write your questions here.

1.

2.

3.

4.

5.

6.

- Write a short report on how you planned your presentation. How well did your friends listen? What were their comments?
- Read your report again and check to see whether you remembered capital letters, full stops and question marks.

LO 2.7.1		LO 2.7.2		LO 2.7.3	
----------	--	----------	--	----------	--

Table 1.34

- Decorate your page.

1.10.9.1 My Report

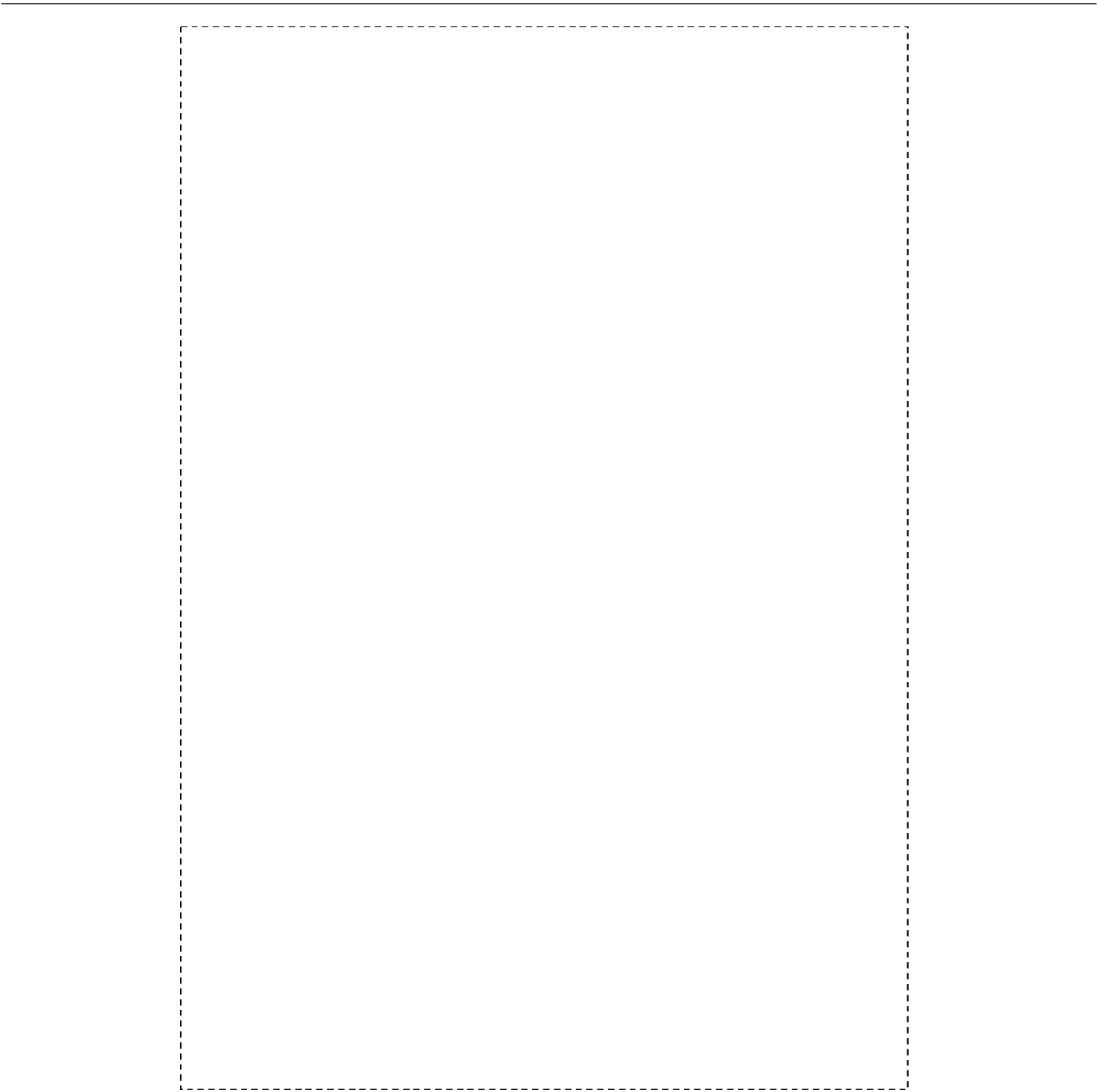


Figure 1.16

LO 4.3.1 LO 4.3.2 LO 4.4.1

LO 4.3.1		LO 4.3.2		LO 4.4.1	
----------	--	----------	--	----------	--

Table 1.35

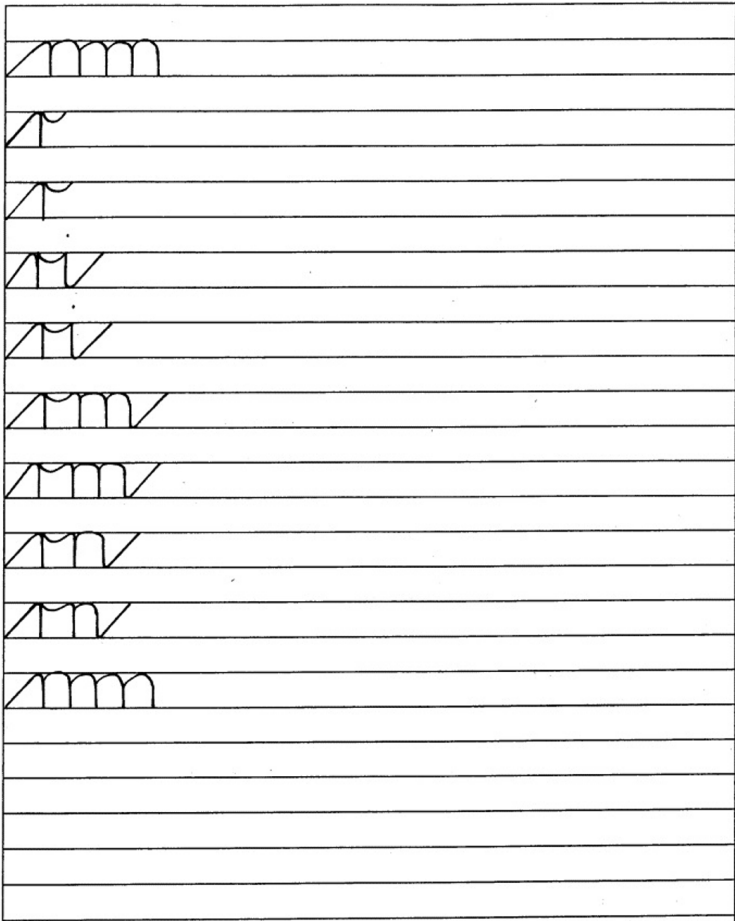


Figure 1.17

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.36

1.10.9.2 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

- Assessment Standard 2.7:** We know this when the learner makes oral presentations:
- 2.7.1 with support and guidance from the teacher, develops class guidelines for a good presentation;
 - 2.7.2 describes what is going to be presented and how;

2.7.3 uses visual aids to supplement oral presentations;

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.3 reads a wide range of complex texts such as fiction and non-fiction books, tables of content and indexes;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes:

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

4.3.2 edits own writing;

Assessment Standard 4.4: We know this when the learner 'publishes' (make public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.7: We know this when the learner writes legibly:

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.4 uses simple strategies for getting information;

5.3.6 summarises information and presents it in an appropriate and interesting way.

1.11 Animal Stories - Robby the rabbit¹¹

1.11.1 ENGLISH HOME LANGUAGE

1.11.2 Animal Stories

1.11.3 EDUCATOR SECTION

1.11.4 Memorandum

1.11.4.1 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

¹¹This content is available online at <<http://cnx.org/content/m24114/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.11.4.2 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **b**right, “y”, “ie” and “i” as in **i**ce.

The “u” family consisting of “u” as in **u**se, “ew”, “ue” and “ou” as in **y**ou.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.11.5 LEARNER SECTION

1.11.6 Content

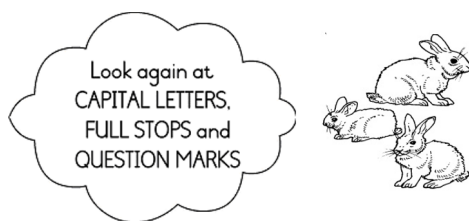


Figure 1.18

- Take a red pencil and change all the mistakes in the story of

1.11.6.1 Robby the rabbit

one day there was a rabbit his name was robbyrobby was hungry where was he to find foodhis mummy would not allow him to go to farmer bill's vegetable gardenfarmer bill had a fierce dog robby knew what would happen if the dog saw him robby grabbed his coat and ran off

- Read the story and check whether you have changed all the mistakes.
- Draw the picture.

LO 4.6.2	
----------	--

Table 1.37

- Write the next chapter of "Robby the Rabbit" and say what you think Robby did.
- Draw the picture.
- Read your story to the class.

**Figure 1.19**

LO 4.4.1		LO 4.5.5		LO 4.6.2	
----------	--	----------	--	----------	--

Table 1.38

The “i” Family
 (“i” as pronounced in “ride”)

- Draw a circle around all the words with the "i" sound which you can find in this sentence.

Next time I will fly with the man with the bright tie.

- Write more words belonging to the "i" family.

i as in **bright**

.....

.....

.....

.....

i-e as in **ride**

.....

.....

.....

.....

y as in **my**

.....

.....

.....

.....

ie as in **tie**

.....

.....

.....

.....

i as in **ice**

.....

.....

.....

.....

LO 3.4.1	
----------	--

Table 1.39

- Write sentences with 2 words from each group on page 12.

1.
2.
3.
4.
5.

6.

.....

.....

LO 4.5.5		LO 4.6.2		LO 6.2.1	
----------	--	----------	--	----------	--

Table 1.40

- Where do these words fit in?

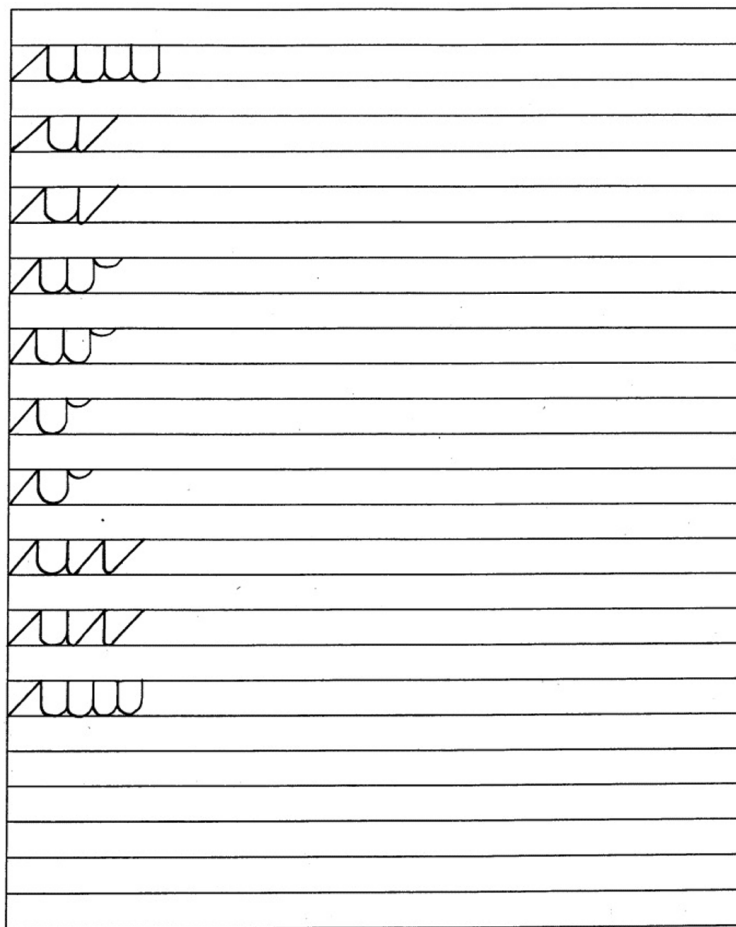


Figure 1.20

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.41



Figure 1.21

-
1. The man will t..... the k.....to the
l
 2. He will the fish.
 3. I had for lunch.
 4. The old man of
 5. The birds in the.....
 6. Stand on the other this
 7. The sun will my clothes.
 8. I like juicy apples.
 9. Last Baby

LO 3.4.4	LO 4.5.6
----------	----------

Table 1.42

1.11.6.2 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled with different letters;

3.4.4 recognises the use of “gh”, and “ght” at end of words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.4: We know this when the learner ‘publishes’ (make public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly.

1.12 Animal Stories - The sly Rabbit Chapter 1¹²

1.12.1 ENGLISH HOME LANGUAGE

1.12.2 Animal Stories

1.12.3 EDUCATOR SECTION

1.12.4 Memorandum

1.12.4.1 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.12.4.2 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **bright**, “y”, “ie” and “i” as in **ice**.

The “u” family consisting of “u” as in **use**, “ew”, “ue” and “ou” as in **you**.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

¹²This content is available online at <<http://cnx.org/content/m24116/1.1/>>.

1.12.5 Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.12.6 LEARNER SECTION

1.12.7 Content

- A story to read

1.12.7.1 The sly rabbit - Chapter 1

People usually say foxes are sly but this is a story of a sly rabbit. Read it and see whether you agree with the title.

There was once a rabbit that lived in the thickest part of a jungle. He had learnt to use his ears and eyes because there were many enemies lurking nearby who thought rabbit pie was really nice. He could run very fast and he had learnt to run in a zigzag pattern to put his enemies off track. He had many narrow escapes and was nearly caught by a fox, a hyena and a hungry wolf. Fortunately he found a rabbit hole nearby and dived underground just in time.



Figure 1.22

There were, however, some animals he was not afraid of. He knew the elephant was not a meat eater. He liked the green grass and fresh leaves of the trees. So did the giraffe. The hippopotamus was lazy and seemed to spend most of his time in the water or basking in the sun on the sand banks. And so it happened that the rabbit became very friendly with these large creatures of the jungle.

(to be continued)

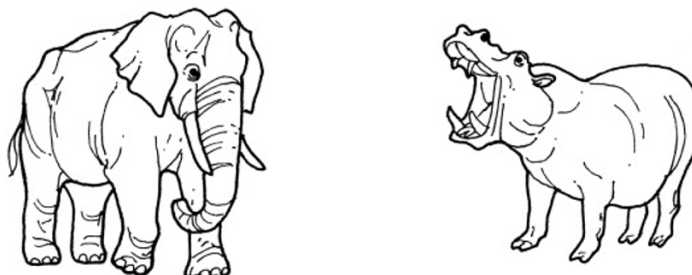


Figure 1.23

LO 1.4		LO 1.4.2		LO 2.5.3		LO 3.3.1	
--------	--	----------	--	----------	--	----------	--

Table 1.43

- Let's see whether you could read the story. Answer the questions below.

1. Why do you think people say foxes are sly?

.....

2. This story is about a sly

3. Give three reasons why this rabbit could survive in the jungle.

.....

.....

4. Who were his enemies?

.....

5. Who were his friends?

.....

6. Give a reason why he was not afraid of the elephant.

.....

7. Why did he not consider the hippopotamus dangerous?

.....

LO 1.4.5		LO 2.8		LO 3.2.1	
----------	--	--------	--	----------	--

Table 1.44

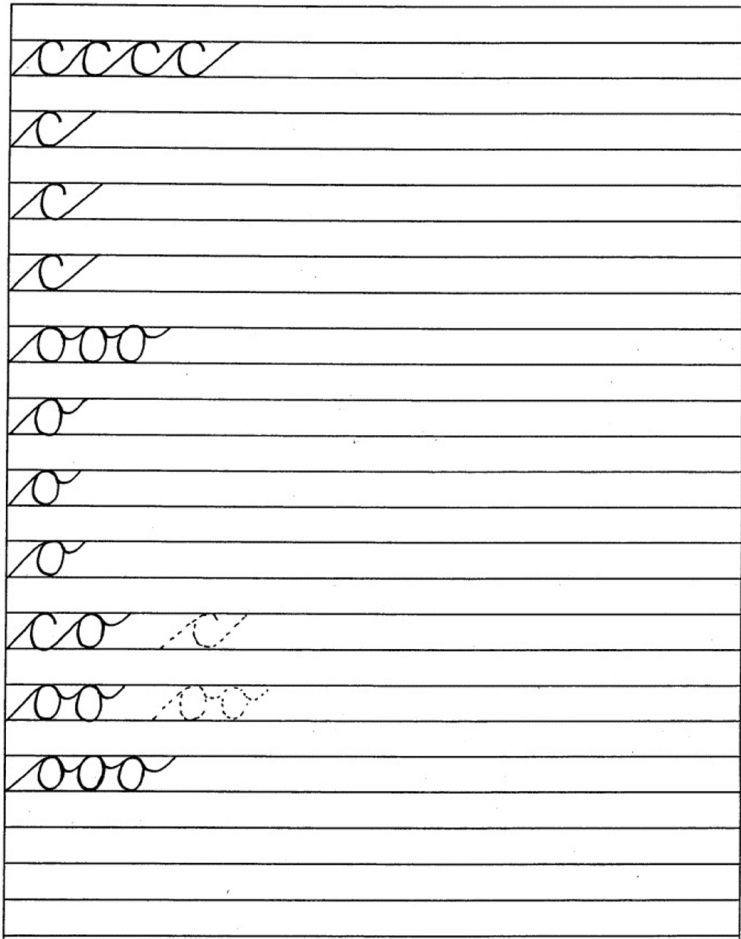


Figure 1.24

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.45

1.12.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.2 listens for details;

1.4.5 answers questions about the text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

2.5.3 suggests or elaborates on ideas;

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story/poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly.

1.13 Animal Stories - The sly Rabbit Chapter 2¹³

1.13.1 ENGLISH HOME LANGUAGE

1.13.2 Animal Stories

1.13.3 EDUCATOR SECTION

1.13.4 Memorandum

1.13.4.1 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.13.4.2 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace

¹³This content is available online at <<http://cnx.org/content/m24118/1.1/>>.

namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **b**right, “y”, “ie” and “i” as in **i**ce.

The “u” family consisting of “u” as in **u**se, “ew”, “ue” and “ou” as in **y**ou.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

1.13.5 Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.13.6 LEANER SECTION

1.13.7 Content

- The story continues.

1.13.7.1 Chapter 2

One day the rabbit thought of a plan. "I want to be rich, then I can move away to the city and see the world," said the rabbit to himself.



Figure 1.25

So he went to the hippopotamus and said, "My friend, I know you are very strong, but I bet you a thousand rand you cannot pull me into the water." The hippopotamus turned his huge head to the rabbit, blinked a few times and said, "Alright, we can have the contest tomorrow."

Of course the hippopotamus knew he could easily pull the rabbit into the water and thought what a stupid rabbit he was.

Then the rabbit went to his friend, the elephant, and said, "My friend, I know you are very strong, but I bet you a thousand rand you cannot pull me out of the water."

The elephant also thought the rabbit was very stupid and eventually he agreed to the contest.

The next morning the rabbit found a long rope. He gave the elephant one end of the rope and said he would go down into the water.

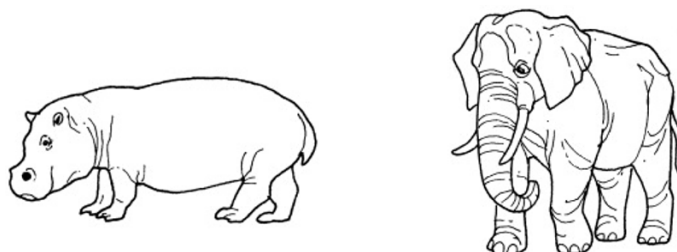


Figure 1.26

LO 3.5	
--------	--

Table 1.46

Taking the other end to the hippopotamus that was in the water, he said he would go on to the bank of the river to hold the other end. Instead he got out of the water and watched the two animals pulling and tugging against each other. The rabbit laughed to himself as he watched. Neither could pull the other over. All day they pulled and pulled and by sunset they were so tired of all the heaving that they gave up. The rabbit dived into the water and asked the exhausted hippopotamus for his money. Then he ran to the elephant where he was still standing, panting and out of breath.

"Well, my friend," said the rabbit, "you did not think I was so strong, did you?" "No," said the tired elephant. "You have won. Here is your money."

With a big smile on his face the rabbit took the money and went to the big city. He was never heard of again.

- Answer the following questions.

1. What is your opinion of the rabbit's plan?

.....

.....

.....

2. Do you think the rabbit was a true friend of the elephant and the hippopotamus? Give a reason for your answer.

.....

.....

.....

LO 2.5		LO 3.2.1		LO 3.5	
--------	--	----------	--	--------	--

Table 1.47

3. "The rabbit was as sly as a fox."
True or false? Why?
.....
.....
.....
4. Use your dictionary and write down the meaning for:
heaving
exhausted
5. Think of another word for:
contest
sly
eventually
6. Take the word



Figure 1.27

and see how many small words you can make using only those letters, e.g. us,
.....
.....
.....

LO 2.8		LO 3.2.1		LO 4.5.4		LO 4.5.2	
--------	--	----------	--	----------	--	----------	--

Table 1.48

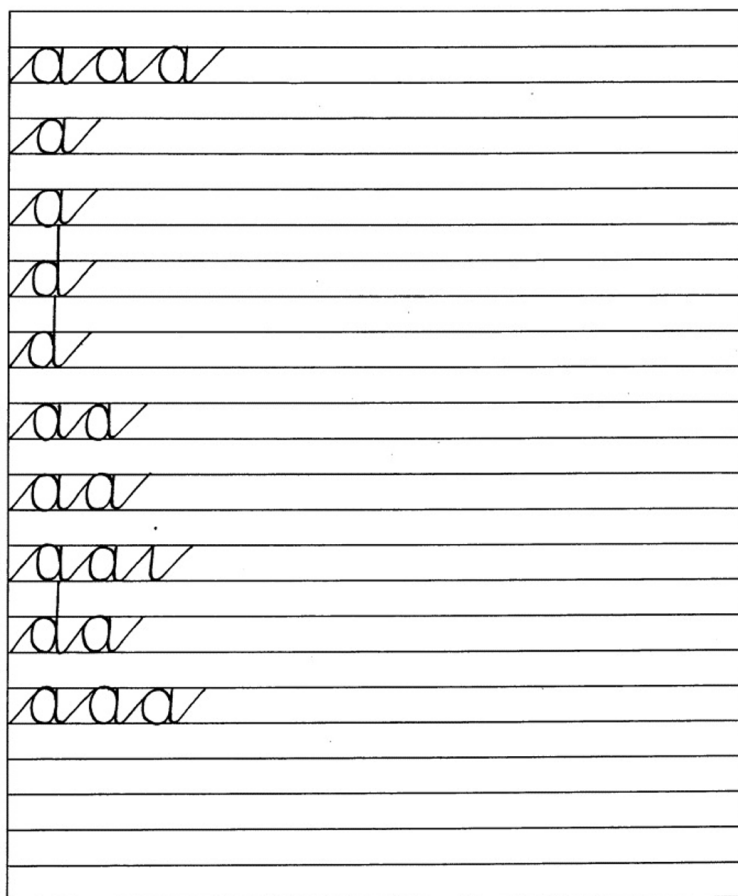


Figure 1.28

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.49

1.13.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions: 2.5.3 suggests or elaborates on ideas;

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 reads a variety of texts for enjoyment such as magazines, comics, non-fiction books.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;

4.5.4 uses dictionary to check spellings and meanings of words;

Assessment Standard 4.7: We know this when the learner writes legibly.

1.14 Animal Stories - Riddles¹⁴

1.14.1 ENGLISH HOME LANGUAGE

1.14.2 Animal Stories

1.14.3 EDUCATOR SECTION

1.14.4 Memorandum

1.14.4.1 Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

1.14.4.2 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

¹⁴This content is available online at <<http://cnx.org/content/m24123/1.1/>>.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “i” family consisting of “i” as in **bright**, “y”, “ie” and “i” as in **ice**.

The “u” family consisting of “u” as in **use**, “ew”, “ue” and “ou” as in **you**.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

1.14.5 Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

1.14.6 LEARNER SECTION

1.14.7 Content



Figure 1.29

LO 2.2		LO 2.5		LO 3.2.1	
--------	--	--------	--	----------	--

Table 1.50

- Now write your own RIDDLES.
- Give them to a friend and see whether he can guess the answers.

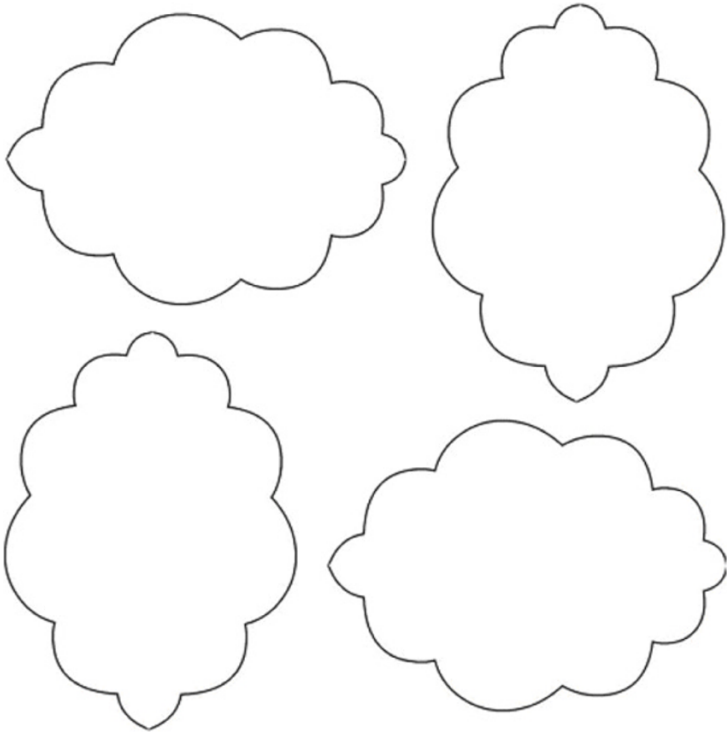


Figure 1.30

LO 2.2		LO 4.2.2		LO 4.3.1		LO 4.4.1	
--------	--	----------	--	----------	--	----------	--

Table 1.51

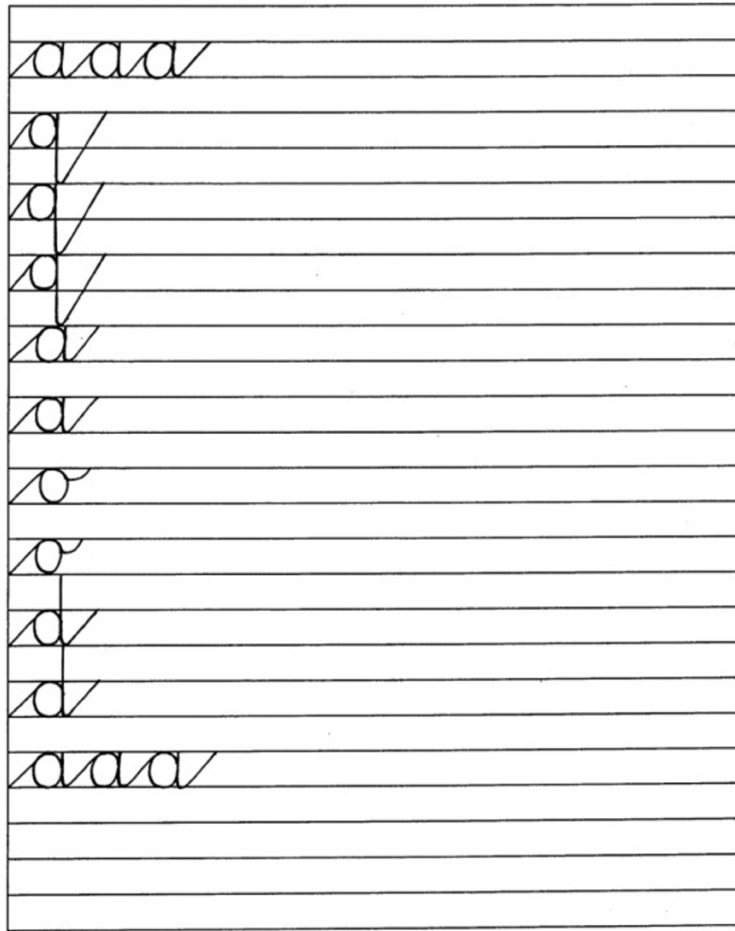


Figure 1.31

- Decorate the pattern.

LO 4.7.1	
----------	--

Table 1.52

The "u" Family
("u" pronounces "u" as in "you")

- Draw a circle around all the words that sound like "u" as in "you".

You must use the new tube of toothpaste

- Write more words with the "u" family.

u-e as inuse

.....

ew as innew

.....

ou as inyou

.....

ue as indue

.....

LO 3.4.3		LO 4.5.5	
----------	--	----------	--

Table 1.53

- Make sentences with words from each group.

1.

2.

3.

4.

5.
.....
.....
6.
.....
.....
7.
.....
.....

LO 4.5.5		LO 4.6.2	
----------	--	----------	--

Table 1.54

- Find and colour these "u" family words.
- Look in all directions

fuel	fume	mute	dew
duel	dune	used	stew
you	tune	uses	
use	tube	new	

Figure 1.32

f	a	s	t	e	w	f	g	a	t
b	u	c	d	f	u	e	l	w	u
k	s	m	j	r	c	q	e	x	n
n	e	s	e	s	p	d	u	e	l
e	t	v	n	o	x	l	d	m	y
w	w	y	o	u	m	a	b	e	z
f	g	i	a	h	d	u	n	e	w
t	u	b	e	o	n	f	t	p	r
j	k	u	b	m	d	u	s	e	d
l	c	z	u	s	e	s	s	t	i

Table 1.55

- Choose one and colour.



Figure 1.33

LO 3.5.6	
----------	--

Table 1.56

1.14.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy:

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.3 recognises more vowel sounds spelled with two letters;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.6 plays word games that draw on reading, vocabulary knowledge and skills.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes:

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.4: We know this when the learner 'publishes' (make public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly.

Chapter 2

Term 2

2.1 Midge Part 01¹

2.1.1 ENGLISH HOME LANGUAGE

2.1.2 Midge – Part 1

2.1.3 EDUCATOR SECTION

2.1.4 Memorandum

2.1.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.1.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

¹This content is available online at <<http://cnx.org/content/m24132/1.1/>>.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.1.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.1.6 LEANER SECTION

2.1.7 Content

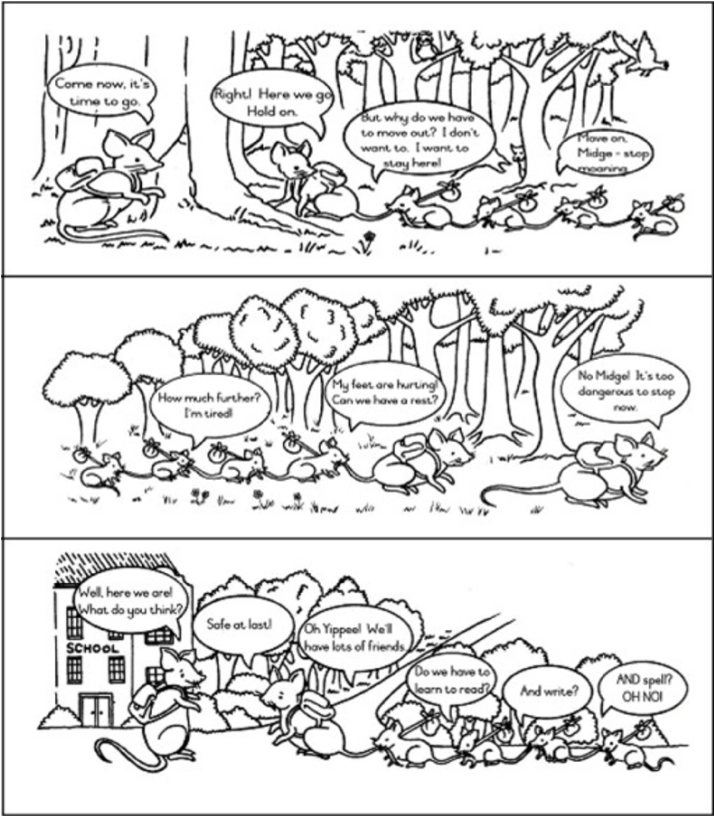


Figure 2.1

- Read the story.
- Discuss it in small groups.
- Talk about the dangers from which the family were fleeing.
- Talk about their new home.

LO 1.1	LO 1.4.2	LO 1.4.3	LO 2.5	LO 3.2.1	
--------	----------	----------	--------	----------	--

Table 2.1

- Re-write the story in your own words.
- Let this “mouse” diagram help you.
- Give your story a name.

Table 2.2



Figure 2.3

LO 4.7.1	
----------	--

Table 2.3

Read these words.

- If you know these words you will be able to read fluently and with expression.

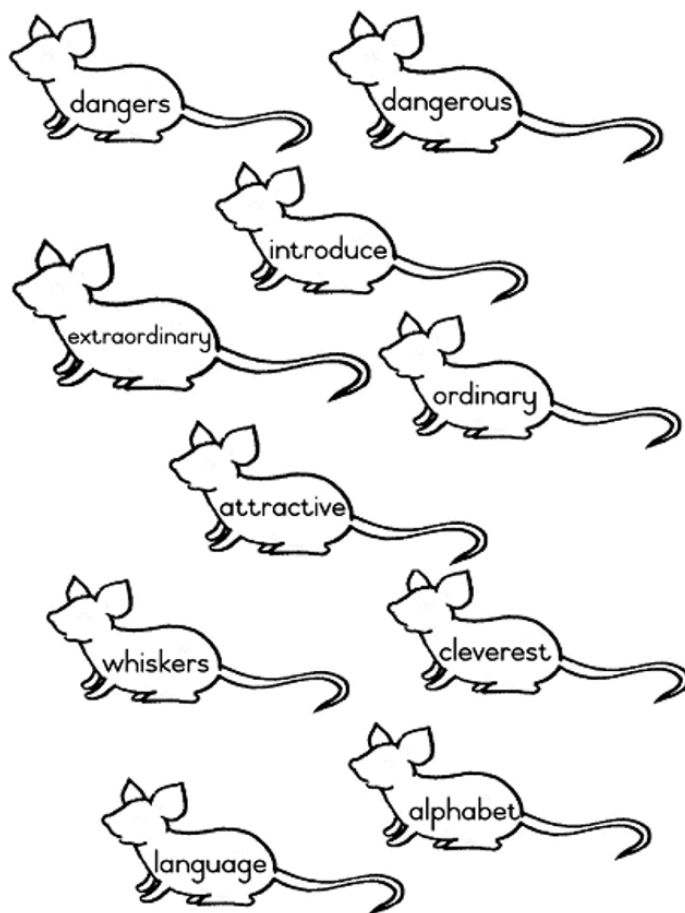


Figure 2.4

- Use them orally in sentences.

LO 3.3.1	
----------	--

Table 2.4

2.1.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

- 1.4.2 listens for details;
- 1.4.3 predicts what will happen;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning:

3.1.1 reads graphical texts such as photographs, maps, flow diagrams and charts;

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.2 begins to plan writing;

Assessment Standard 4.2: We know this when the learner uses pre-writing strategies to initiate writing:

- where appropriate, writes a title that reflects the content;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

2.2 Midge - Part 02²

2.2.1 ENGLISH HOME LANGUAGE

2.2.2 Midge – Part 1

2.2.3 EDUCATOR SECTION

2.2.4 Memorandum

2.2.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

²This content is available online at <<http://cnx.org/content/m24133/1.1/>>.

2.2.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.2.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.2.6 LEARNER SECTION

2.2.7 Content

- Midge has lots to tell you, so he wrote you a letter.



Figure 2.5

Dear _____
(your name)

Tuesday, and the children are back at school! What a noise! There was peace and quiet during the holidays. But I am glad you're back. I've been waiting a long time to introduce myself.

I'm Midge. You haven't ever seen me. I'm an extraordinary little mouse, much smaller than an ordinary mouse. I have small pointed ears, round, black, beady eyes and attractive whiskers. Oh yes, and a long, very long tail. My granddad says the cleverest mice have the longest tails! He taught me to write like you do. That is why I can write you a letter. I know you can't understand mice language, neither can you write it. Maybe one day I'll teach you our letters of the alphabet.

I have to go to a mouse meeting. I will write again. I hope you get my letter.

With  and .

Figure 2.6

Midge. (This is mouse-language!)

LO 3.3.1	
----------	--

Table 2.5

- Answer these questions using full sentences.
- Remember to begin with capital letters and to end with full stops.

1. Who is Midge?.....
.....
2. What does he look like?
.....
.....
3. Give two reasons why Midge is different to other mice
4. Why is Midge able to write a letter?
.....
.....
5. Where do you think Midge lives?
.....
.....
6. Would you like to meet him? Give your reason for your answer.
.....
.....
7. Do you think Midge is clever? Answer "yes" or "no". Give a reason for your answer.
.....
.....

LO 4.6.2		
----------	--	--

LO 5.2.1	
----------	--

Table 2.6

- Read this sentence.

Midge has small and pointed ears and round and black and beady eyes and attractive whiskers.

- There are too many “and”’s.
- Read this sentence.

Midge has small, pointed ears, round, black beady eyes and attractive whiskers.

- Re-write these sentences using commas.

1. I like apples and plums and peaches and watermelon.

.....
.....
.....

2. He plays tennis and rugby and golf and cricket and baseball.

.....
.....
.....

LO 4.6.2	
----------	--

Table 2.7

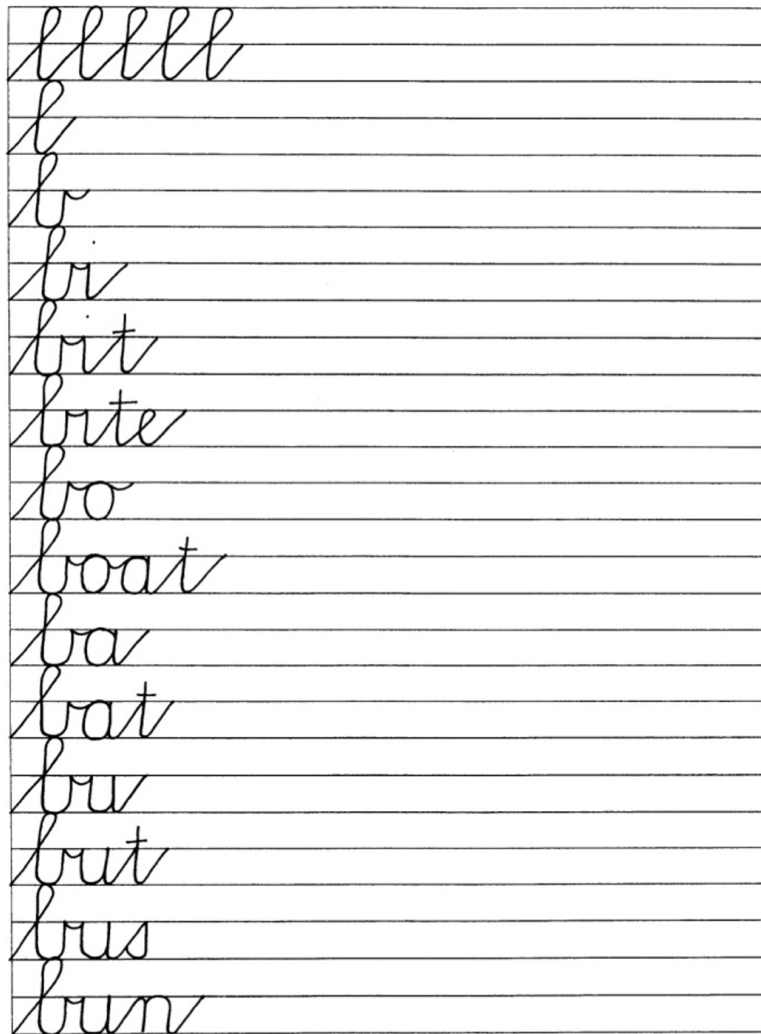


Figure 2.7

LO 4.7.1	
----------	--

Table 2.8

- Now that you know what Midge looks like, you can draw his picture.

.....

.....

.....

.....

.....

.....

.....

.....



Figure 2.8

- New words can be made by joining two words. Look at . . .
play + ground becomes playground.
- Do the same with:

Which one can you join?

head	+	=	burger work father ache yard powder
grand	+	=	
grave	+	=	
gun	+	=	
ham	+	=	
home	+	=	

Figure 2.9

- Write sentences with these words.
1.
 2.
 3.
 4.
 5.
 6.

LO 3.3		LO 4.5.2	
--------	--	----------	--

Table 2.9

2.2.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

Assessment Standard 3.4: We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary for interest and specific purposes:

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly;

4.7.1 writes with ease and increasing speed as a result of frequent practice;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language expressing cause and effect.

2.3 Midge - Part 03³

2.3.1 ENGLISH HOME LANGUAGE

2.3.2 Midge – Part 1

2.3.3 EDUCATOR SECTION

2.3.4 Memorandum

2.3.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

³This content is available online at <<http://cnx.org/content/m24135/1.1/>>.

2.3.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.3.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.3.6 LEARNER SECTION

2.3.7 Content

- It is Wednesday, 12:30.

It is nearly time to go home.

Quickly write a short letter to Midge.

Tell him where you found his letter.

Ask him all the things you want to know about him.

Also tell him where you will leave your letter for him.

Remember to tell him whether you are his friend or foe?

Hurry now! Begin like this . . .



Figure 2.10

Dear Midge

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

LO 2.5		LO 4.1.1		LO 6.3.2	
--------	--	----------	--	----------	--

Table 2.10

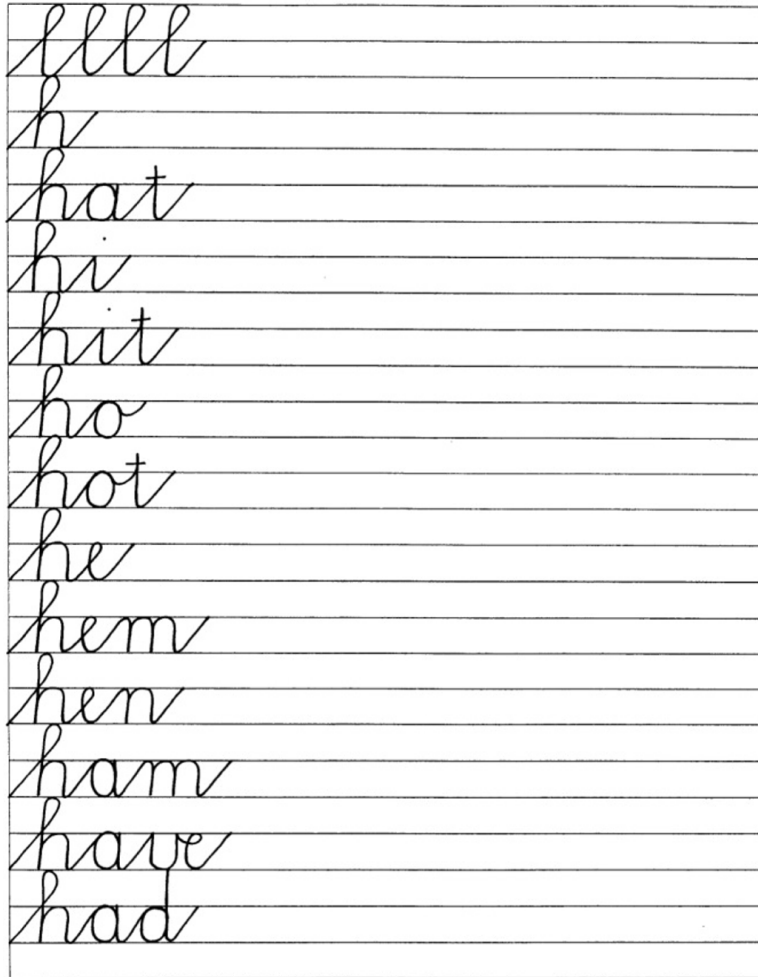
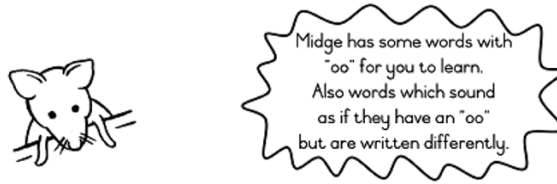


Figure 2.11

LO 4.7.1

Table 2.11

**Figure 2.12**

-
- Read through the list.
 - Draw pictures where possible. Find out what they mean.

boot	cool	hoop
shoot	food	mood
fool	bloom	room

Table 2.12

LO 3.4.3	
----------	--

Table 2.13

- Now read these words with “ew”.
- Draw the pictures. Find out what they mean.

blew	screw
chew	threw
drew	brew
flew	jewel
grew	view

Table 2.14

- Test yourself. Write as many “oo” and “ew” words as you can remember.
- I wrote words.

LO 3.4.1	
----------	--

Table 2.15



Figure 2.13

LO 4.7.1	
----------	--

Table 2.16

2.3.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner makes meaning of written text:

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 recognises some more vowel sounds spelled with two letters (vowel diagraphs) (e.g. oi, ou, oa, aw);

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.7: We know this when the learner writes legibly;

4.7.1 writes with ease and increasing speed as a result of frequent practice;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly.

2.4 Midge - Part 04⁴

2.4.1 ENGLISH HOME LANGUAGE

2.4.2 Midge – Part 1

2.4.3 EDUCATOR SECTION

2.4.4 Memorandum

2.4.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.4.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

⁴This content is available online at <<http://cnx.org/content/m24136/1.1/>>.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.4.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.4.6 LEARNER SECTION

2.4.7 Content



Figure 2.14

- Divide into small groups.
- Choose a leader who will give each one a chance to speak. While he speaks the others must listen.
- Read the problem:
- problem is that you have shrunk to be just as small as Midge. So you look like this.

At home you are going to have many problems, e.g.

How will you be able to get into bed?

Think of ALL the problems you will have if you are as small as Midge. Write down all the problems you and your group can think of.

1.
2.
3.
4.
5.
6.

LO 2.5		LO 2.5.3		LO 2.5.8		LO 5.3.1	
--------	--	----------	--	----------	--	----------	--

Table 2.17

- Now you and your group must read through the list of problems and decide WHICH PROBLEM IS THE BIGGEST. Everyone must agree that you have chosen the biggest problem.
- Write it over here.

The biggest problem that I will have is

.....

- Now you have to solve this problem. What are you going to do about this problem?
- Think of many plans and write down all your plans here.

1.
2.
3.
4.
5.
6.

LO 2.5.2		LO 5.2.1		LO 5.3.1		LO 5.3.6	
----------	--	----------	--	----------	--	----------	--

Table 2.18

- Choose from your list which plan is the very best to solve your biggest problem
- Tell the class this is your best plan.

Our best plan is

- Act out your best plan for the class. (In your groups.)

Decide who is going to say and do what.

Dress up if you like.

- Ask the class what they think of your performance.
- Write their comments here.

1.
2.
3.
4.
5.

LO 2.5.3		LO 2.5.8		LO 5.2.1		LO 5.3.1	
----------	--	----------	--	----------	--	----------	--

Table 2.19

- Read these words so that you can read Midge's letter fluently and with expression. Break them up into syllables.

be	lieve		cha	os		re	minds

Table 2.20

com	fort	able		pro	mise		i	ma	gine

Table 2.21

ap	pear		a	mong	st		shriek	ing

Table 2.22

pos	si	ble		quiet	er		head	ache

Table 2.23

- Use them orally in sentences.

.....

.....

.....

.....

.....

.....

.....

.....

LO 3.3.3	
----------	--

Table 2.24

2.4.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner makes meaning of written text:

2.5.2 takes turns and asks relevant questions;

2.5.3 suggests or elaborates on ideas;

2.5.8 gives constructive feedback to others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.3 uses word recognition and comprehension skills to read unfamiliar texts;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language expressing cause and effect;

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:
5.3.1 asks questions for clarification, searches for explanations, suggests alternatives when problem-solving;

5.3.6 summarises information and presents it in an appropriate and interesting way.

2.5 Midge - Part 05⁵

2.5.1 ENGLISH HOME LANGUAGE

2.5.2 Midge – Part 1

2.5.3 EDUCATOR SECTION

2.5.4 Memorandum

2.5.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

⁵This content is available online at <<http://cnx.org/content/m24137/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.5.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.5.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.5.6 LEARNER SECTION

2.5.7 Content

- Read the letter from Midge fluently and with expression.



Figure 2.15

Dear _____
(your name)

I found your letter – thank you. I am glad I can be your friend but I am sorry to hear that some of the children in the class do not like me and are afraid of me. Tell them I will never hurt or frighten them. Of course I don’t understand how such a tiny mouse as I can frighten anybody! But wait, you have asked so many questions.

Firstly, believe it or not! I live in your desk. The second one in the first row, next to the window. I have made myself so comfortable. I was afraid that if you said you didn’t like me, I would have to move again. I hate moving – it upsets me! I promise never to worry you or your friends. Can you imagine the chaos if I were to appear amongst all those shrieking little girls! That reminds me – is it possible for your class to work a little quieter? I have such a headache! I really feel sorry for your teacher, Mrs Smith, is it?

I’ll lie down now with a cold cloth on my head.

With  and .

Figure 2.16

Midge

- Discuss the story.

LO 1.1		LO 2.5		LO 3.3.1		LO 3.5.8	
--------	--	--------	--	----------	--	----------	--

Table 2.25

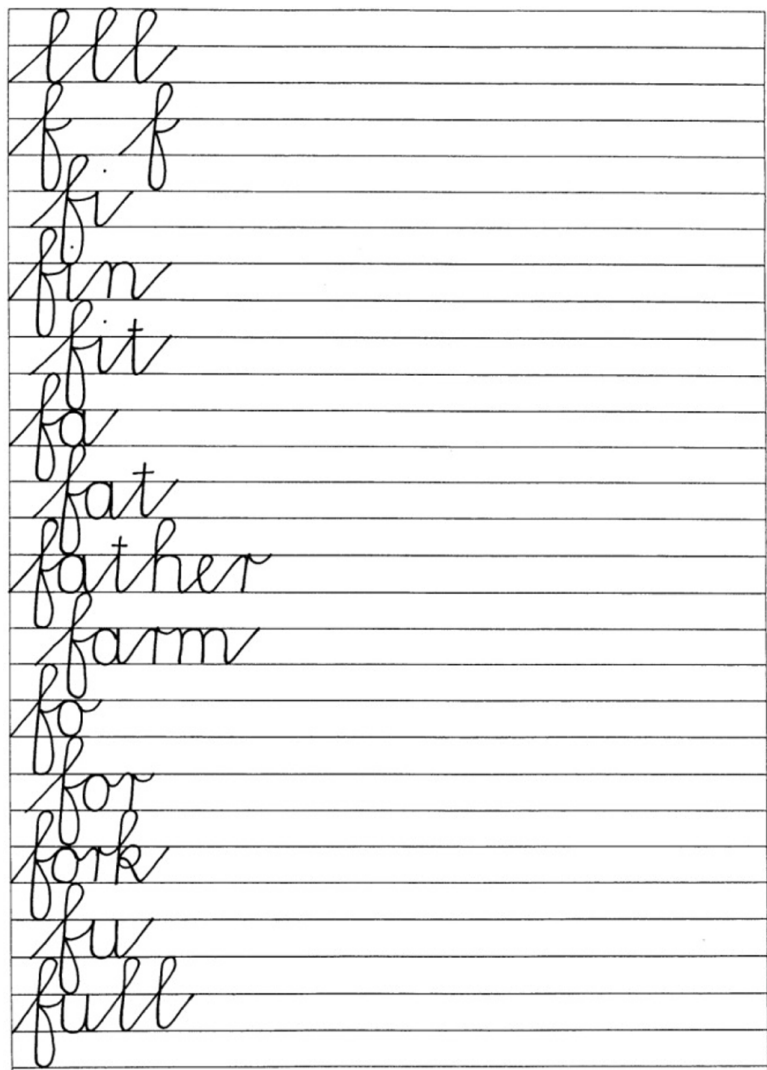


Figure 2.17

LO 4.7.1	
----------	--

Table 2.26



Figure 2.18

- Read this list.
- Draw the pictures. Find out what they mean.

true	clue	juice	bruise
glue	fruit	cruise	suit

Table 2.27

- Say the word “broom”.

Now say “book”. What is different about the “oo” sound in each one?

The “oo” in “broom” is (long or short)

The “oo” in “book” is (long or short)

LO 3.4.1	
----------	--

Table 2.28

- Here are more short “oo” sounds.
- Draw the pictures. Find out what they mean.

book	shook	stood
hook	nook	wool
look	crook	soot
brook	good	
cook	wood	

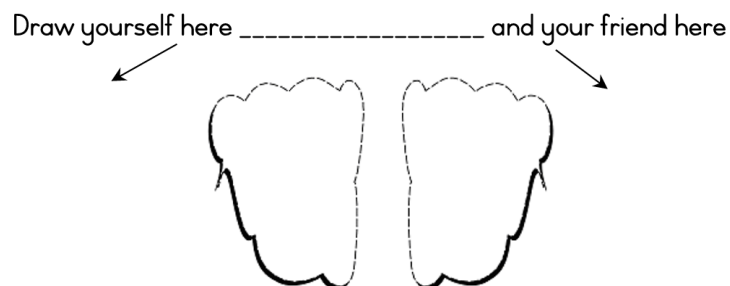
Table 2.29

- Test yourself. I wrote words.

LO 3.4.3	
----------	--

Table 2.30

- Only your best friend must know your secret.

**Figure 2.19**

-
- Write the conversation (dialogue) you are having.
 - Work in groups and decide how you can keep the class quiet, (so that Midge can rest).
 - Draw up a list of ideas.
 - Read them to the class and see whether you can get their co-operation.

Ideas:

1.
2.
3.
4.
5.

LO 2.5		LO 4.1.1		LO 4.2.2		LO 4.4.1	
--------	--	----------	--	----------	--	----------	--

Table 2.31

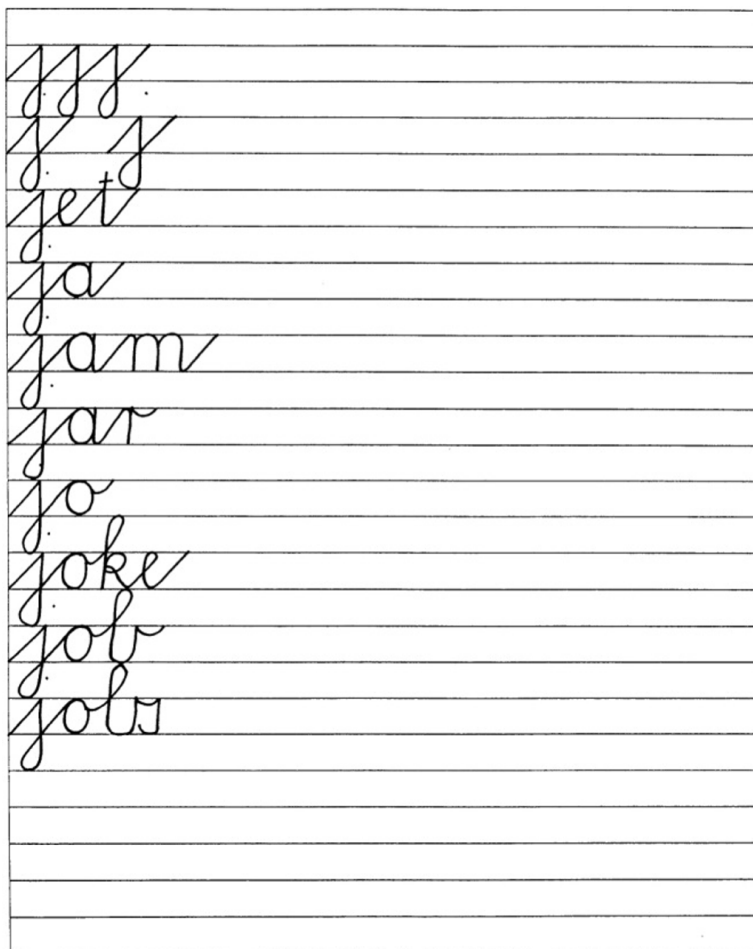


Figure 2.20

LO 4.7.1	
----------	--

Table 2.32

- Improve your reading by practising these words.

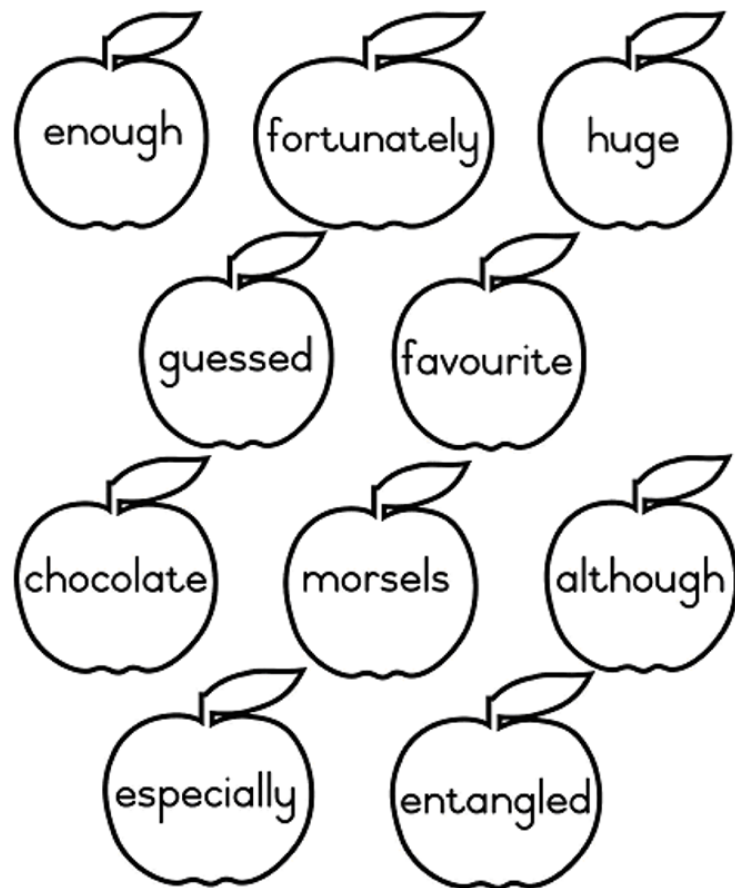


Figure 2.21

- Let your friend test you to see whether you can read these words.

LO 3.3.3	
----------	--

Table 2.33

2.5.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner’s level;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner makes meaning of written text;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

- uses word recognition and comprehension skills to read unfamiliar texts;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways (e.g. play, pain, plate);

3.4.3 recognises some more vowel sounds spelled with two letters (vowel diagraphs) (e.g. oi, ou, oa, aw);

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.8 begins to analyse oral, written and visual texts for social-cultural values, attitudes and assumptions (e.g. in an advertisement on soap powder, talk about who it is meant to appeal to, and roles played by females and males).

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

- uses pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.2: We know this when the learner uses pre-writing strategies to initiate writing:

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

2.6 Midge - Part 06⁶

2.6.1 ENGLISH HOME LANGUAGE

2.6.2 Midge – Part 1

2.6.3 EDUCATOR SECTION

2.6.4 Memorandum

2.6.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

⁶This content is available online at <<http://cnx.org/content/m24139/1.1/>>.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.6.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

2.6.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.6.6 LEANER SECTION

2.6.7 Content

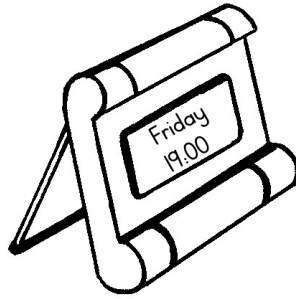


Figure 2.22

Dear _____
(your name)

What a rush! It's Friday and tomorrow is weekend. We had to collect enough food because the children are not at school tomorrow. Fortunately you left me a huge piece of cheese and half an apple in your desk. I've kept it in a safe place.

You asked me what I liked to eat. Yes, you guessed right! Cheese is my favourite! I also like fruit, carrots, whole wheat bread and morsels of chocolate; although Mom always says mice must eat healthy foods, especially carrots!

I find lots to eat at school but I must ask you please not to leave your bubblegum in your desk. I thought it was a special kind of cheese so I nibbled at it. My word! It stuck to my feet, my hair, my tail AND my teeth! I struggled so – I was on my back trying to free myself, but the more I struggled the more entangled I became!

Thank the class for being so much quieter. I'm sure Mrs Smith was pleased!

With  and  .

Figure 2.23

Midge

LO 1.2		LO 1.4.6		LO 2.5.7	
--------	--	----------	--	----------	--

Table 2.34

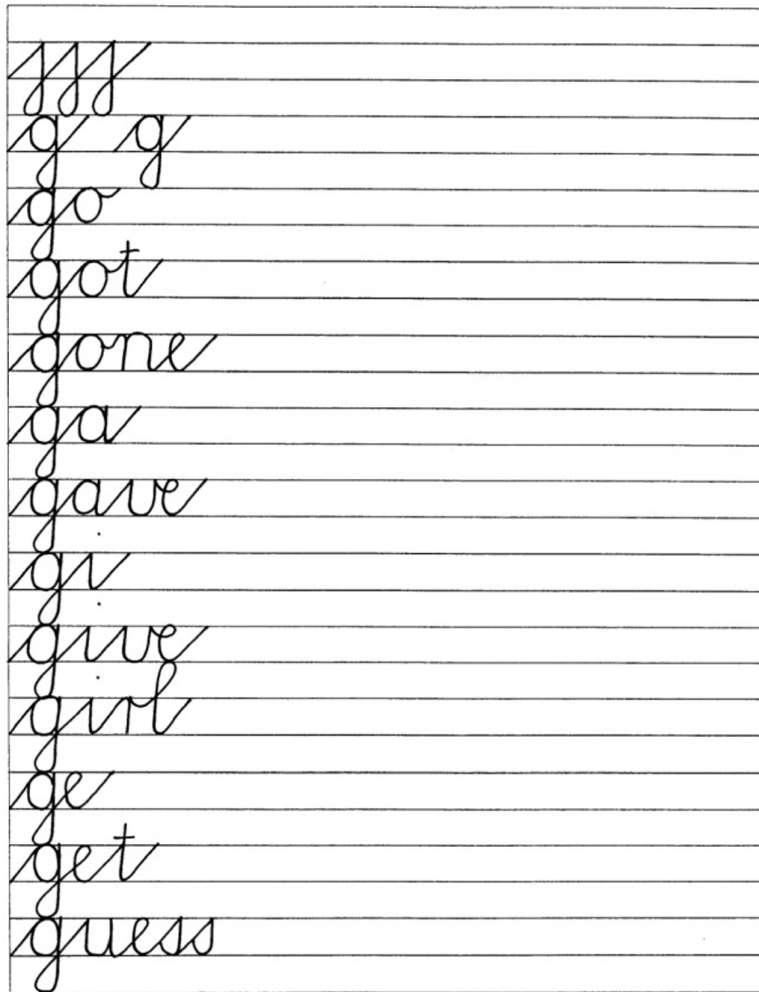


Figure 2.24

LO 4.7.1	
----------	--

Table 2.35

- Write to Midge. Think about what you want to tell him.

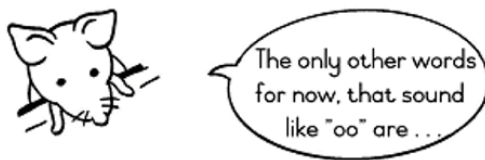


Figure 2.26

- should
- would
- could

Should I tell him I would fix his bicycle if I could.

- Where do they fit?

1. you be here?
2. I play with you but Mom said I must have my bath.
3. He not count to ten.
4. I beat you at tennis if I tried very hard.
5. If I don't let Midge live here, where he go?

- Look at “you”. It also sounds like “oo”.

LO 3.4.1	
----------	--

Table 2.37

- Read these words.

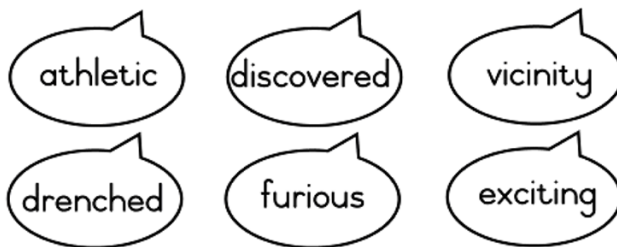


Figure 2.27

- Where do they fit?
1. I lost my watch in the of the school.
 2. We ran our races on the field.
 3. It rained so hard I was
 4. My dad was when he heard I had scratched his car.
 5. It was when he he had won the competition.

LO 3.3.3	LO 4.5.2	
----------	----------	--

Table 2.38

2.6.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on that which was heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other texts and shows understanding;

1.4.6 expresses feelings about the text, giving reasons.

Learning Outcome 2: SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner makes meaning of written text;

2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3: READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning;

3.3.3 uses word recognition and comprehension skills to read unfamiliar texts;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge;

3.4.1 recognises that the same sound can be spelled in different ways (e.g. play, pain, plate);

Learning Outcome 4: WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses pre-writing strategies to gather information and choose a topic;

4.1.2 begins to plan writing;

Assessment Standard 4.5: We know this when the learner builds vocabulary for interest and specific purposes;

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions;

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly;

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore;

5.3.3 plans the steps of a task and shares responsibility.

2.7 Midge - Part 07⁷

2.7.1 ENGLISH HOME LANGUAGE

2.7.2 Midge – Part 1

2.7.3 EDUCATOR SECTION

2.7.4 Memorandum

2.7.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.7.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

⁷This content is available online at <<http://cnx.org/content/m24141/1.1/>>.

2.7.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.7.6 LEARNER SECTION

2.7.7 Content

- Another letter! How exciting!



Figure 2.28

Dear _____
(your name)

It's so quiet! Everyone is away. Fortunately Granddad has planned a picnic for the whole family. Granddad says tomorrow the weather is going to be fine. He always knows about the weather because he goes for long walks down to the river and talks to the frogs.

Granddad is taking us all to the rugby field for a picnic under the trees. You can imagine how much there'll be to eat after the school's athletic meeting yesterday!

Before I forget, I must tell you what fun we had last night. My friend, Shorty, discovered a running tap. Can you remember how hot it was? Well, before long every mouse in the vicinity was there, romping and cooling off in the water. Mice don't usually like getting wet but it was so refreshing to cool one's paws that soon we were drenched to the skin! You would have seen our footprints all over. Later someone must have closed the tap. Sir would have been furious if he had found a tap running on Monday morning!

I often listen to how he teaches you and your friends to save water and how Mrs Smith reminds you to close the taps after you have washed your hands. Granddad agrees and says water is scarce and the frogs say the rain will be late this year.

I enjoyed your picture of me. It was so good; I thought you had taken a photo of me.

So please draw me a picture of the picnic the mice are going to have.

With  and  .

Figure 2.29

Midge

- Draw your picture here.



Figure 2.30

LO 3.2.1		LO 3.3.1		LO 3.5.8	
----------	--	----------	--	----------	--

Table 2.39



Figure 2.31

LO 4.7.1	
----------	--

Table 2.40

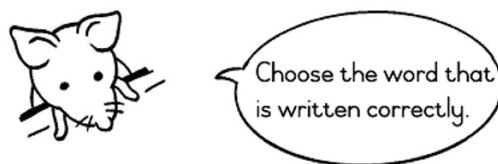


Figure 2.32

1. Mom says I have (too or to) / (doo or do)
my homework (tooday or today)
2. (who or whoo) is that boy over there?
3. (whoos or whoo) shoes are here on the mat?
3. To (whoom or whom) must I give this money?
4. Is there someone (who or whoo) is wearing brown
..... (shoes or shoos)
5. I like (yoo or you)

LO 6.2.2	
----------	--

Table 2.41

2.7.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.8 begins to analyse oral, written and visual texts for social-cultural values, attitudes and assumptions (e.g. in an advertisement on soap powder, talk about who it is meant to appeal to, and roles played by females and males).

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.2 uses some spelling rules to spell correctly.

2.8 Midge - Part 08⁸

2.8.1 ENGLISH HOME LANGUAGE

2.8.2 Midge – Part 1

2.8.3 EDUCATOR SECTION

2.8.4 Memorandum

2.8.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.8.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Module 3 is the first of three modules about “Midge” who is a mouse and who communicates with the learners via letters which he writes to them.

Interesting topics for discussion come up e.g.

- Why did the mouse family leave the forest?
- Which dangers did they encounter in the forest?
- Will their new habitat be a safer place, etc.?

Correct punctuation is practised and learners are made aware of the use of the comma.

Pictive writing is used as a means of communication between Midge and the learners. They are challenged to read a mouse-riddle in “mouse language”.

- Cursive writing: **e, l, b, k, f, j, g, y, x, z**
- Phonics: The “**oo**” family consisting of “**oo**”, “**ew**”, “**ui**”, “**ue**” and “**ou**” as in **would**.

Problem solving skills are practised when learners are confronted with a problem.

⁸This content is available online at <<http://cnx.org/content/m24142/1.1/>>.

2.8.5.2 Integration of themes

- A healthy environment

Midge teaches the learners to keep their classroom environment free of pollution (noise as well as harmful, unhealthy litter).

Water conservation should be practised.

- Social Justice

Irrespective of gender or race, there are social rules to be respected, e.g. obeying elders and taking heed of their suggestions.

- Human Rights

Although everyone has a rights, everyone also has certain responsibilities towards their fellow beings, e.g. showing concern when they are ill, unhappy, sad or treated unkindly.

2.8.6 LEARNER SECTION

2.8.7 Content

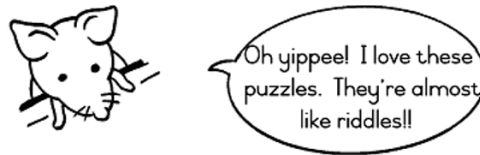


Figure 2.33



Figure 2.34

Find the answers.

They could be written in any direction.

- Colour the answers. Use a different colour for each answer.
- Use only words that SOUND like “oo”.

a	f	d	v	g	e	h	f	b	r	o	o	k
j	i	l	s	i	t	u	z	l	h	y	w	z
m	a	d	v	y	e	t	b	o	o	k	t	l
o	d	b	x	s	o	w	g	o	o	d	o	t
r	s	j	u	i	c	e	l	m	k	r	o	p
w	c	a	b	t	r	r	u	p	b	x	h	c
c	r	g	f	d	u	j	E	w	e	l	s	e
k	e	f	r	u	i	t	P	w	a	l	e	a
l	w	r	s	u	s	f	C	b	s	i	o	w
f	s	t	o	p	e	i	g	k	p	o	b	f

Table 2.42

LO 2.2		LO 3.5.6	
--------	--	----------	--

Table 2.43

Clues

1. Hammers, nails and
2. It's precious.
3. Fix it with
4. Not bad.
5. Blossoms
6. Catch a fish with a
7. A little river.
8. Something to read.
9. Take a on a boat.
10. An apple is a
11. Something to drink.
12. People who work on a boat.
13. What a lovely
14. How many feet?
15. The wind
16. With a gun.

- Did you find it

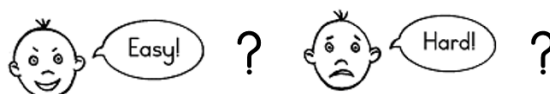


Figure 2.35

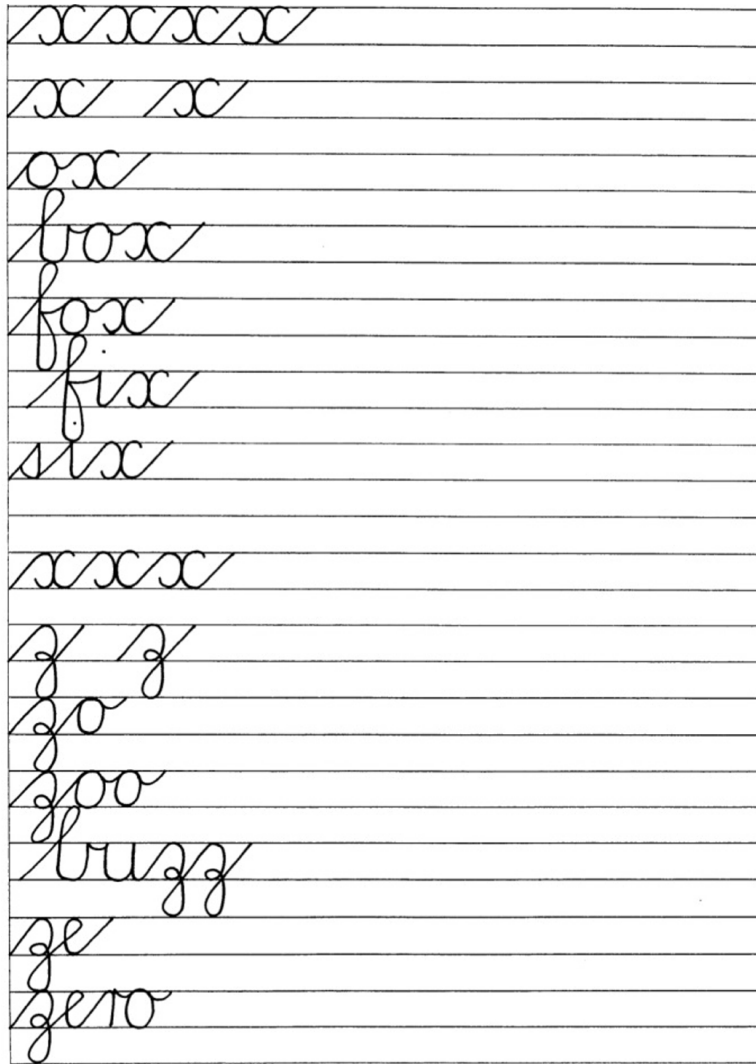






Figure 2.36

LO 4.7.4

Table 2.44

Dear _____
(your name)

This is my last letter in this module. Your teacher says it's getting rather long.
 I promised to teach you to read "mouse"-language. It's actually very easy.
 Mice use letters as well as pictures. If I want to write the word "what",
 I will draw a hat  and add the letter "w" before the picture like this - w 
 I can also change "hat" to read "hit" or "ham" like this
 or   m. I hope you understand.

Granddad always says, "Midge, never say you can't! Try again and again,
 or ask a friend for help!" This is good advice. We always listen to the good
 advice of our elders. In that way we mice manage to stay alive. I hope you
 also listen to the advice you are given.

Here is a riddle in "mouse"-language for you to solve. Good luck!

Figure 2.37

LO 2.2		LO 3.1.1		LO 3.3.1	
--------	--	----------	--	----------	--

Table 2.45

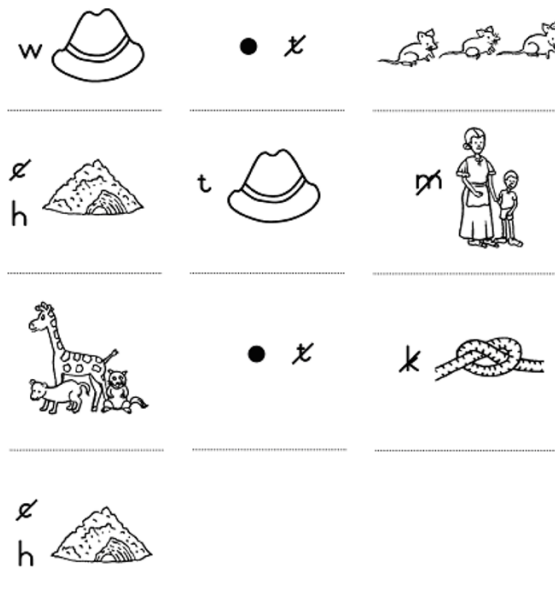


Figure 2.38

- Answer:

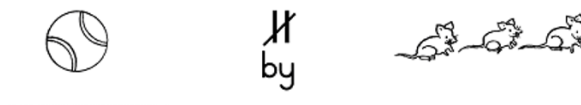


Figure 2.39

I still have lots of news.
I'll be back in Module 4 but now I'm sleepy. I'm going to bed.



Figure 2.40

Midge

LO 2.2		LO 3.1.1	
--------	--	----------	--

Table 2.46

2.9 Midge Part 2 - 01⁹

2.9.1 ENGLISH HOME LANGUAGE

2.9.2 Midge – Part 2

2.9.3 EDUCATOR SECTION

2.9.4 Memorandum

2.9.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

⁹This content is available online at <<http://cnx.org/content/m24143/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.9.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F.**
- Phonics: “u” + “i” and “u” + “y” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”, “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.9.6 LEARNER SECTION

2.9.7 Content

- Read the letter you wrote to Midge.



Figure 2.41

Dear Midge

It's been a long time since last I wrote to you.

Thank you for your letter. I found it in my lunch box. It was full of peanut butter but luckily I could still read it.

I enjoyed your mouse riddle. It took me some time to solve it. My best friend(best friends name) helped me.

We played at writing mouse language and enjoyed it very much.

I am sorry to have to tell you about a big black cat which is living opposite the school. Perhaps you have seen him. He was prowling around the school yesterday. I'm afraid he has picked up your scent and will not rest before he has caught you and your family. Do be careful. He is very fierce and big. I try to keep the doors closed but you know cats can also jump through windows!

I like having you in my desk and I would be sad if you had to move out.

Regards,

.....

write your name

X X X

LO 3.3.1	
----------	--

Table 2.47



Figure 2.42

This is an exclamation mark. !

It is used when you:

- say someone's name,
- call out loudly, or
- want to emphasise something.

- Read.

John! Did you not hear me? Ouch! That hurt!

- Fill in the exclamation marks where you think they must be.

1. Mummy Baby has hurt her finger.
2. Come quickly It is late.
3. No No No You may not go.
4. William Peter Where are you?
5. Spring Spring At last it is spring.

- Find a word that rhymes with:

grew
 obey.....
 screw.....
 niece.....
 shy.....
 goes.....
 tease.....
 fright.....
 cried.....
 brain
 joke
 cruise

LO 3.4.6		LO 4.6.2		LO 6.3.7	
----------	--	----------	--	----------	--

Table 2.48

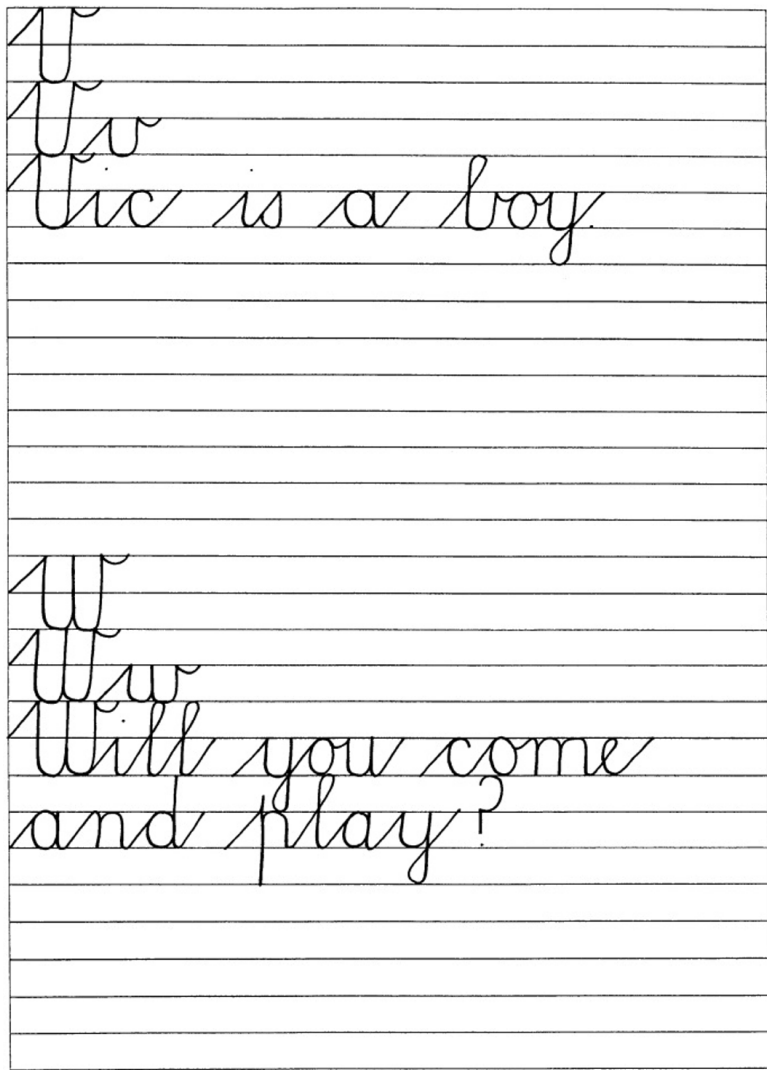


Figure 2.43

LO 4.7.1	
----------	--

Table 2.49

2.9.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge;

3.4.6 recognises rhyming words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.7 uses punctuation correctly.

2.10 Midge Part 2 - 02¹⁰

2.10.1 ENGLISH HOME LANGUAGE

2.10.2 Midge – Part 2

2.10.3 EDUCATOR SECTION

2.10.4 Memorandum

2.10.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.10.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs'

¹⁰This content is available online at <<http://cnx.org/content/m24145/1.1/>>.

tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F**.
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”; “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.10.6 LEARNER SECTION

2.10.7 Content

- Look and learn:

guy

buy

- Use them in a sentence and draw a picture.

.....



Figure 2.44

- u + i can have different sounds.

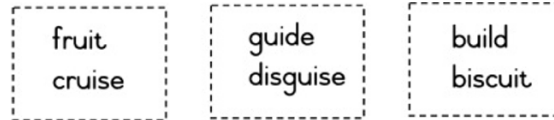


Figure 2.45

- Read them and listen to the different sounds “ui” have.
- Learn to write the words.
- Make sentences with each one.

LO 3.4.1		LO 4.5.5		LO 6.3.2	
----------	--	----------	--	----------	--

Table 2.50

2.10.7.1 Sentences

- Remember capital letters, full stops, question marks and exclamation marks.

[illegible]

.....

.....

.....

.....

.....

.....

LO 4.6.2		LO 4.6.5	
----------	--	----------	--

Table 2.51

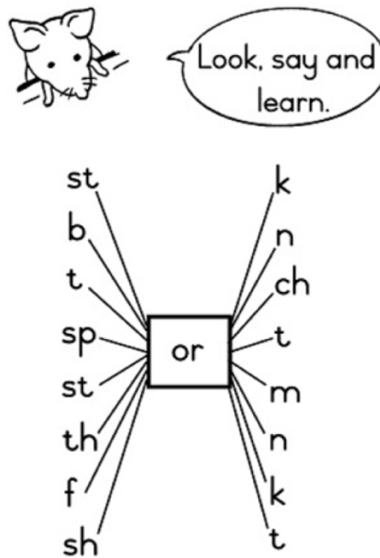


Figure 2.46

- Write the “or” words and draw the picture:

.....

.....

.....

.....

.....

.....

.....

.....

LO 3.4.3		LO 4.5.5	
----------	--	----------	--

Table 2.52

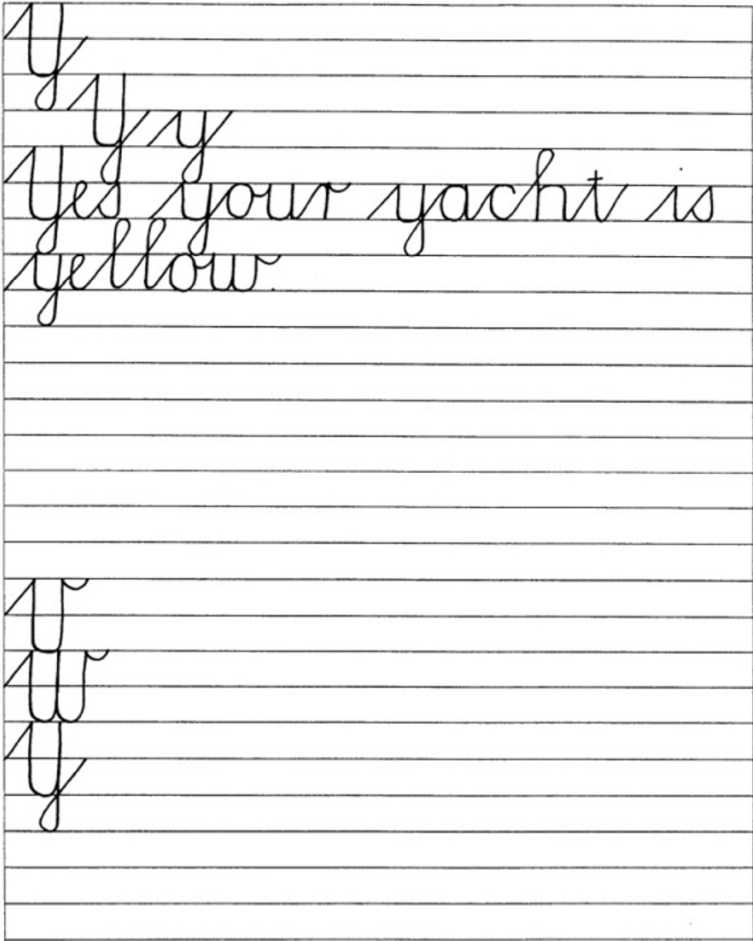


Figure 2.47

LO 4.7.1	
----------	--

Table 2.53

2.10.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

3.4.3 recognises some more vowel sounds spelled with two letters;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

4.6.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly.

2.11 Midge Part 2 - 03¹¹

2.11.1 ENGLISH HOME LANGUAGE

2.11.2 Midge – Part 2

2.11.3 EDUCATOR SECTION

2.11.4 Memorandum

2.11.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

¹¹This content is available online at <<http://cnx.org/content/m24146/1.1/>>.

2.11.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F.**
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”; “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.11.6 LEARNER SECTION

2.11.7 Content



Figure 2.48

Read the letter Midge wrote to you.

Dear (write your name)

I am still shaking! The big black cat crept into school last night. Someone must have left a window open. Nobody heard him and suddenly there were these two huge yellow eyes in the dark! We scattered! Each one running to hide as quickly as possible. Poor old Cousin Tubs lost his tail! The cat managed to hold it in his sharp claws. Fortunately Cousin Tubs wriggled so much it just broke off. There was so much blood! We had to bandage his tail. The mouse doctor came and gave him an injection. What a narrow escape he had!

Needless to say all the mice (and rats) had a meeting last night. Our plan was to wait until we found the big black cat asleep. Then one of us would creep up to him and tie a bell around his neck. In that way we

would hear him come. Granddad asked for volunteers but as you know we are all so small. Nobody wanted to bell the cat. We were all too scared.

Then I had a brain wave. I said I had a friend, a special friend, who might be able to help us. Now we are asking you. Do you think you could tie a bell around the cat's neck? I know it is not your cat but I have seen you playing with the children living with the cat. Perhaps you can persuade them.

I am sending this letter by express post. Please write soon (unless you'd rather phone: Cell no. 083 555 0000).

Regards

Midge X X X

LO 3.3.1	
----------	--

Table 2.54

For you to do.

- Use your dictionary to find out the meaning of these words.

volunteers: means

 persuade: means

 brain-wave: means

LO 3.5.4		LO 4.5.4		LO 6.2.4	
----------	--	----------	--	----------	--

Table 2.55

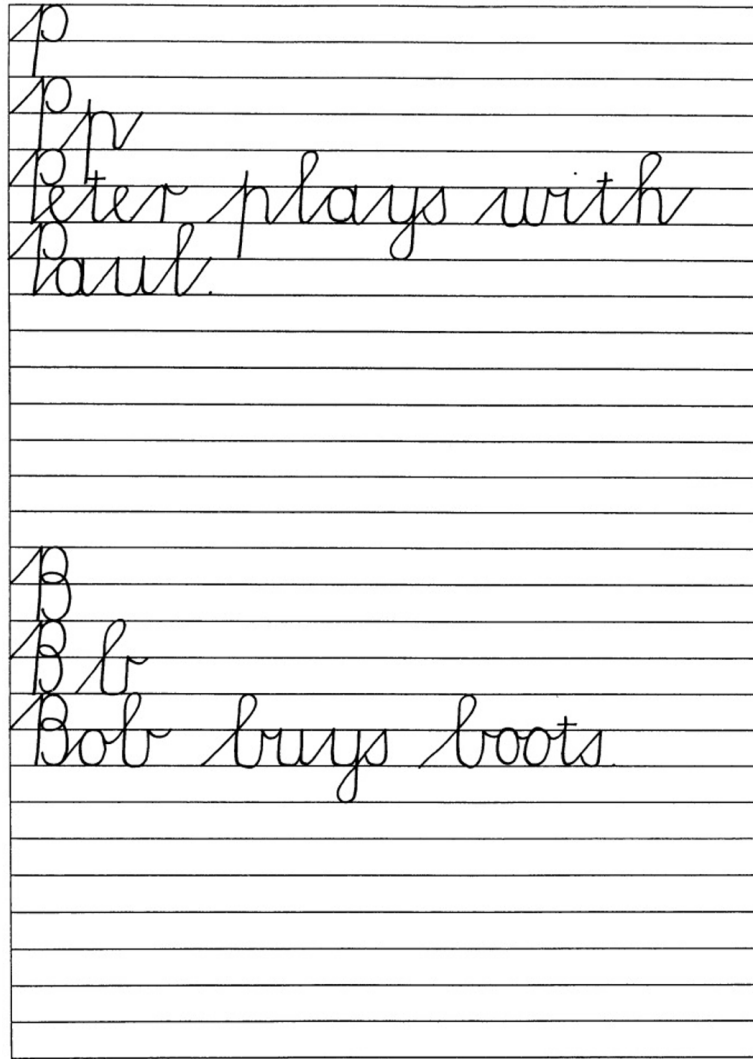


Figure 2.49

LO 4.7.1	
----------	--

Table 2.56

- Divide into groups.
- Take turns to tell one another about a narrow escape you had.
- Write your story.
- Think about how you are going to begin.
- Use your dictionary to spell difficult words correctly.
- Read your story to the class.

2.11.7.1 A Narrow Escape

[illegible]

LO 2.5.1		LO 2.5.3		LO 4.1.2		LO 4.3.1	
----------	--	----------	--	----------	--	----------	--

Table 2.57

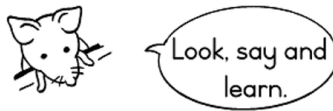


Figure 2.50

- Write these “all” words

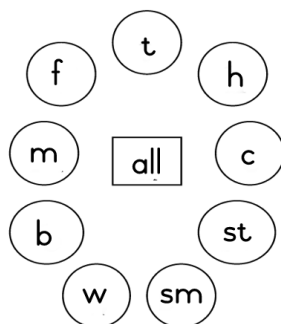


Figure 2.51

-
-
-
-
-
-
- Write these “alk” words

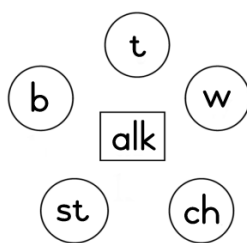


Figure 2.52

.....

.....

.....

LO 3.4.7		LO 4.5.5	
----------	--	----------	--

Table 2.58

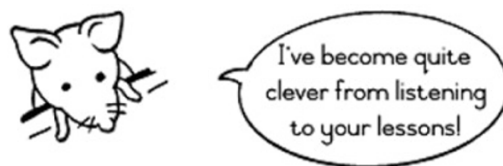


Figure 2.53

- Write Midge's story over correctly and draw the picture.
- Remember: capital letters, full stops, question marks and exclamation marks.

One day all the mice had a meeting there was a big black cat trying to catch them they decided to tie a bell around his neck who was going to do it nobody was brave enough they asked my friend to help them.

LO 2.5.7		LO 4.6.2		LO 6.3.7	
----------	--	----------	--	----------	--

Table 2.59

2.11.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

2.5.1 initiates topics in group discussions;

2.5.3 suggests or elaborates ideas;

2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.7 recognises the use of "all" and "alk";

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary,

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.2 begins to plan writing;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others writing to get or give feedback;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.4 uses dictionary to check spellings and meanings of words;

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.4 identifies and uses more synonyms and antonyms;

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.7 uses punctuation correctly.

2.12 Midge Part 2 - 04¹²

2.12.1 ENGLISH HOME LANGUAGE

2.12.2 Midge – Part 2

2.12.3 EDUCATOR SECTION

2.12.4 Memorandum

2.12.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.12.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

¹²This content is available online at <<http://cnx.org/content/m24147/1.1/>>.

- You must reply immediately! Tell Midge what you have decided to do. Will you help?
- Discuss it in groups. Maybe you can come up with a better plan.
- Write your letter to Midge now.

[illegible]

LO 2.3		LO 2.5.1		LO 2.5.3		LO 4.6.3	
--------	--	----------	--	----------	--	----------	--

Table 2.61

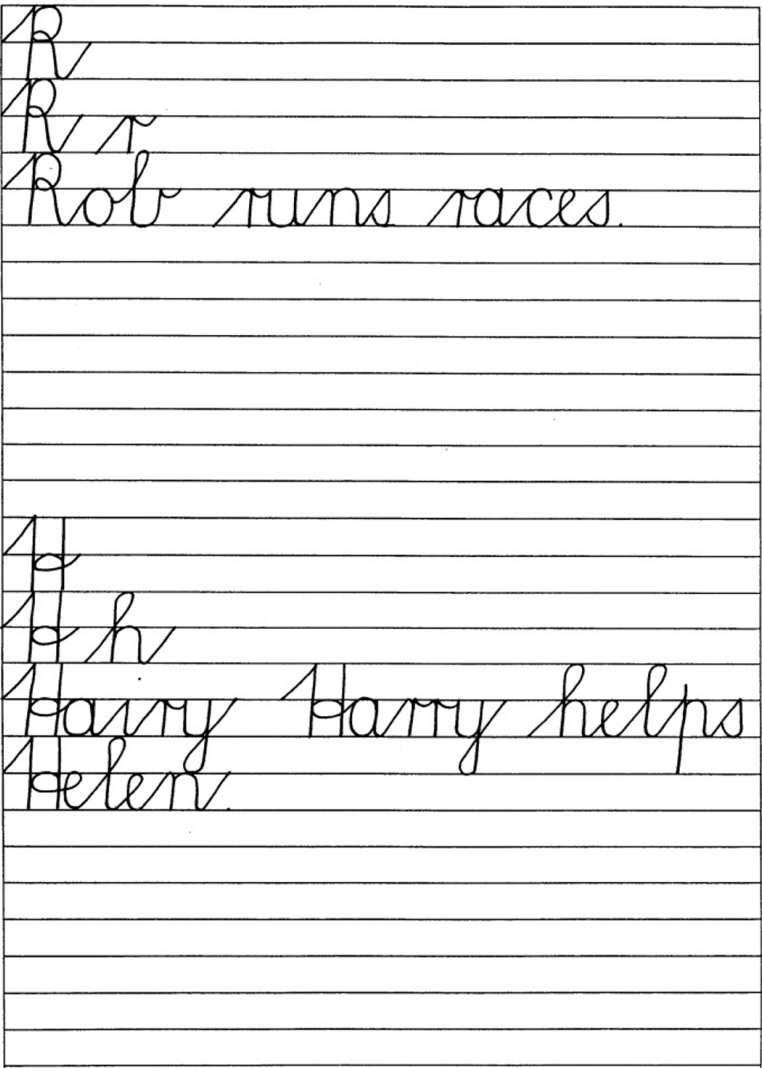


Figure 2.54

LO 4.7.1	
----------	--

Table 2.62



Figure 2.55

-
- Join “**an**” to all words beginning with the vowels, a, e, i, o and u.
 - Join “**a**” to all words beginning with other letters.
-

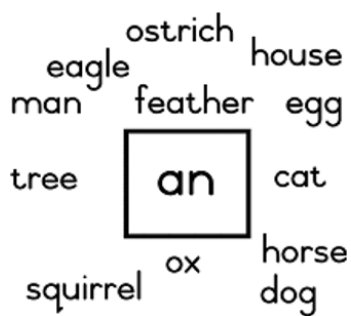


Figure 2.56

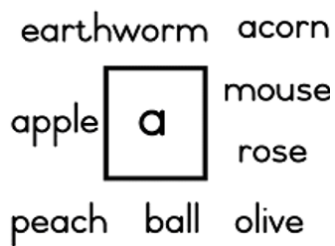


Figure 2.57

LO 1.1		LO 3.1.1		LO 6.3.8	
--------	--	----------	--	----------	--

Table 2.63

2.12.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations

Assessment Standard 1.1: We know this when the learner listens attentively and responds to an extended sequence of instructions appropriate to the learner’s level;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation;

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:
2.5.1 initiates topics in group discussions;

2.5.3 suggests or elaborates ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning:

3.1.1 reads graphical texts such as photographs, maps, flow diagrams, charts;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

4.6.3 applies knowledge of grammar;

4.6.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.8 uses “a” and “an” correctly.

2.13 Midge Part 2 - 05¹³

2.13.1 ENGLISH HOME LANGUAGE

2.13.2 Midge – Part 2

2.13.3 EDUCATOR SECTION

2.13.4 Memorandum

2.13.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

¹³This content is available online at <<http://cnx.org/content/m24149/1.1/>>.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.13.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F.**
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”; “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.13.6 LEARNER SECTION

2.13.7 Content



Figure 2.58

- Read Midge's letter.

Dear (your name)

I knew you would help us! We all thought you did wonderfully. We are so grateful and all my family have asked me to convey their thanks to you. You have saved many lives. We all think of you and your friends as our heroes!

Cousin Tubs' wound is healing nicely. We had to take him to the mouse hospital. He is going to get an artificial tail. The doctor says this is necessary for his balance. It's a pity he lost his own tail. It was so beautiful and so long!

All the mice here in the school have sent you some jokes and riddles to read. I am including them in my letter to you. They are not written in mouse language this time. They didn't know you had learnt to read our language. I promise you in Module 5 we'll have more exciting puzzles for you to work out.

Regards

Midge

X X X

LO 1.4.5		LO 3.3.1	
----------	--	----------	--

Table 2.64



Figure 2.59

- Said one flea to his brother
- "Come, let's go and visit mother."
- Said the other flea on the mat,
- "Shall we go by bus, or take the cat?"

- What falls and falls the whole day long and never gets hurt?

Answer:- eTh nira

- The hedge around my garden

Runs round and round and round

Yet it has no feet at all –

Will even catch my big red ball!

- What did the big chimney say to the small chimney?

Answer:- You're too young to smoke!

- How many mice can you put into an empty cage?

Answer: Only one. Then the cage isn't empty any more!

LO 1.5		LO 2.2		LO 3.3.1	
--------	--	--------	--	----------	--

Table 2.65

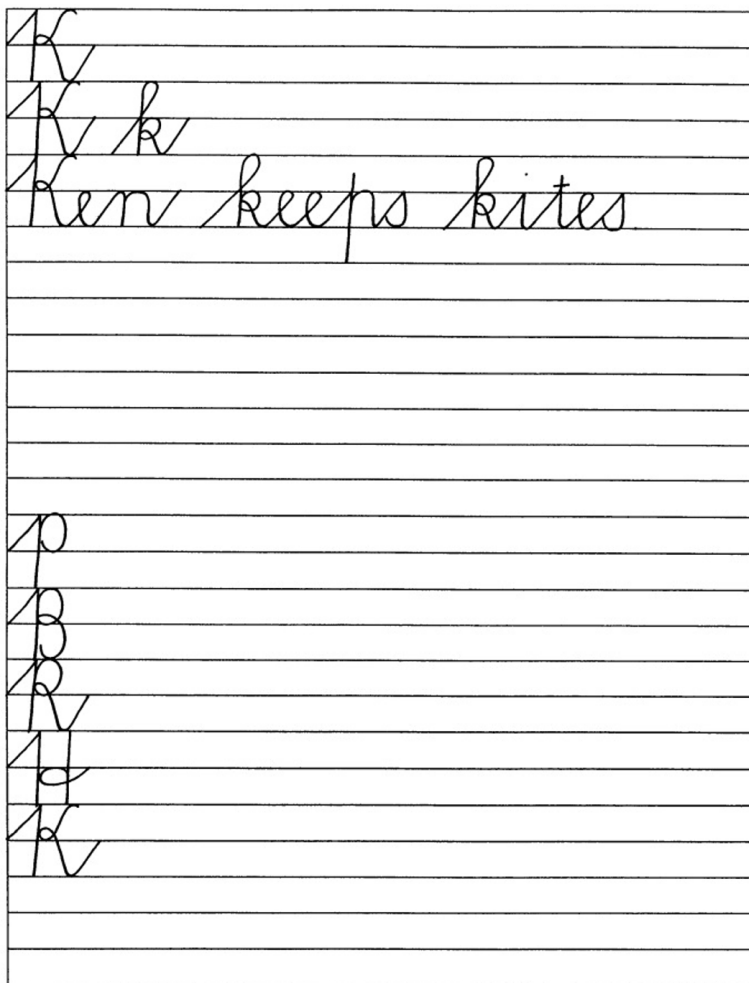


Figure 2.60

LO 4.7.1	
----------	--

Table 2.66

2.13.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

1.4.5 answers questions about the oral text;

Assessment Standard 1.5: We know this when the learner listens, enjoys and responds appropriately to riddles and jokes.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning;

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly;

4.7.1 writes with ease and increasing speed as a result of frequent practice.

2.14 Midge Part 2 - 06¹⁴

2.14.1 ENGLISH HOME LANGUAGE

2.14.2 Midge – Part 2

2.14.3 EDUCATOR SECTION

2.14.4 Memorandum

2.14.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.14.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace

¹⁴This content is available online at <<http://cnx.org/content/m24151/1.1/>>.

namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F**.
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”; “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.14.6 LEARNER SECTION

2.14.7 Content

- Words with **aw** as in draw and **au** as in August sound the same.
- Read and learn:

claw	crawl	jaw	lawn
raw	saw	law	draw
hawk	dawn	yawn	paw
straw	shawl	August	autumn
cause	because	haul	Paul
sauce	caught	taught	daughter
naughty	haunt	launch	saucer

Figure 2.61

Which of the above word means

- to make a picture?
- a bird of prey?
- to drag or pull?

- a season?
- not good?
- a foot of a dog
- early morning
- a boy's name.....
- a cup and?
- the name of a month?

LO 2.8		LO 3.4.3		LO 4.5.5		LO 6.2.4	
--------	--	----------	--	----------	--	----------	--

Table 2.67

- Choose “or”, “all” or “alk” words to complete the sentences.
1. Jack went f..... a w.....
 2. The t..... man plays sp.....
 3. I went to the m..... to t..... to the
sh..... man about the th..... in my finger.
 4. I eat with a knife and
 5. I play b..... against the w.....
 6. The baby st..... was b..... in the spring.
 7. I write with ch..... on the board.
 8. Baby has a sm..... b.....
 9. Be careful, you will f.....
 10. Let us go to the h..... for the show.

- Use one of these words to finish these sentences.

over	across	into	under	around
------	--------	------	-------	--------

Figure 2.62

-
1. The bird flew
 2. I sat
 3. Mum put the jam
 4. The dog jumped
 5. I tied the ribbon

LO 4.5.5		LO 4.5.6		LO 5.2.1	
----------	--	----------	--	----------	--

Table 2.68

**Figure 2.63**

- Poor Cousin Tubs is in hospital!
- Design a get-well card for him.
- Make it with cut-out windows and/or moving parts.
- Maybe you would like to discuss how to make your card in groups.
- Decide what you need and make a list.
- Design your card, before you begin.
- Display the class' cards in the room or in the passage.
- The mice will be sure to find them there and then they can take them to poor Cousin Tubs.

What you need	Design your card

Figure 2.64

LO 1.1		LO 3.1.1		LO 4.4.2		LO 5.1.1	
--------	--	----------	--	----------	--	----------	--

Table 2.69

2.14.7.1 Your get-well card for Cousin Tubs

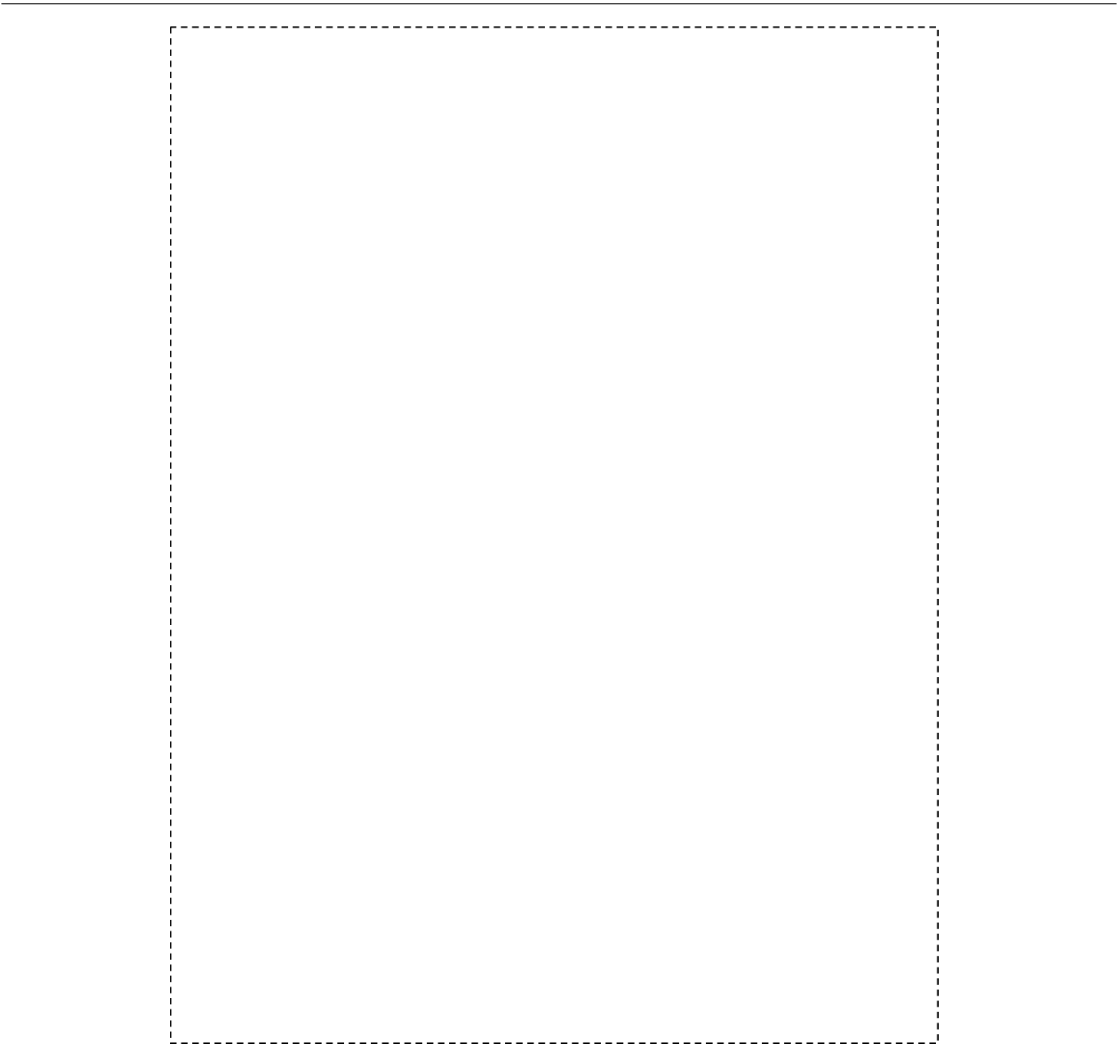


Figure 2.65

LO 4.4.1		LO 4.4.2	
----------	--	----------	--

Table 2.70

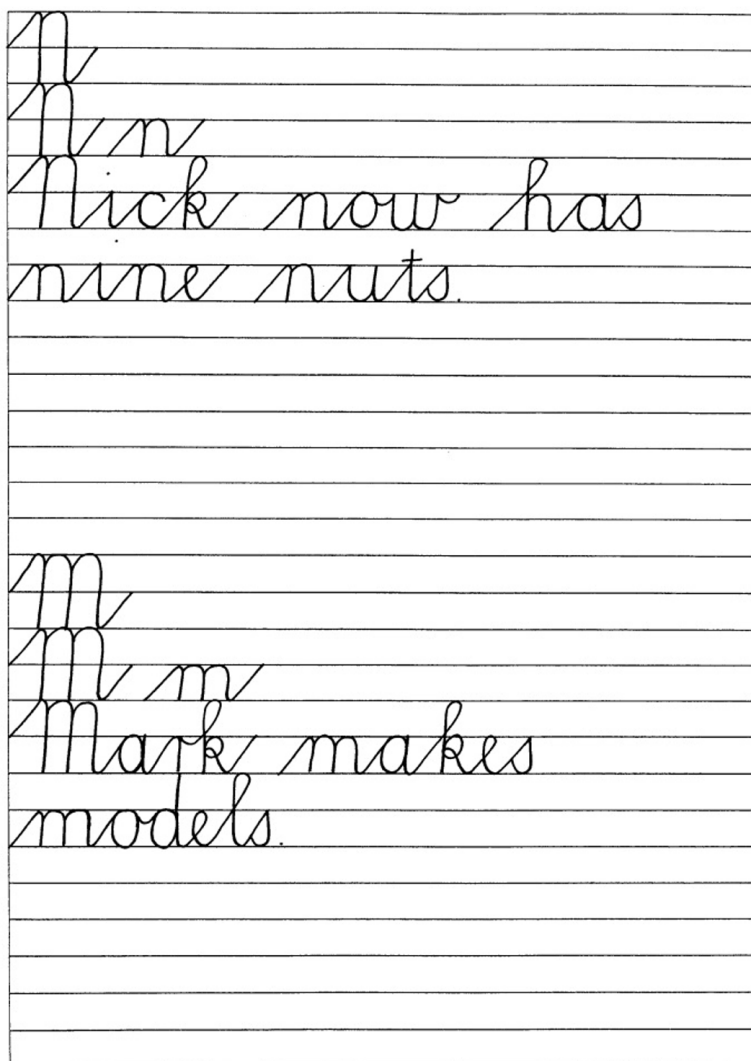


Figure 2.66

LO 4.7.1	
----------	--

Table 2.71

2.14.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations

Assessment Standard 1.1: We know this when the learner listens attentively and responds to an extended sequence of instructions appropriate to the learner's level;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning:

3.1.1 reads graphical texts such as photographs, maps, flow diagrams, charts;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.3 recognises some more vowel sounds spelled with two letters;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.4: We know this when the learner ‘publishes’ (make public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

4.5.6 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.7: We know this when the learner writes legibly:

- writes with ease and increasing speed as a result of frequent practice;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner uses language to develop concepts:

5.1.1 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level;

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. cause and effect, drawing conclusions);

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words

6.2.4 identifies and uses more synonyms and antonyms.

2.15 Midge Part 2 - 07¹⁵

2.15.1 ENGLISH HOME LANGUAGE

2.15.2 Midge – Part 2

2.15.3 EDUCATOR SECTION

2.15.4 Memorandum

2.15.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

¹⁵This content is available online at <<http://cnx.org/content/m24153/1.1/>>.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.15.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F**.
- Phonics: “u” + “i” and “u” + “y” e.g. as in “**disguise**” and “**buy**”; “or”, “all”; “alk”, “aw”, “au” “oa” and “orc”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.15.6 LEARNER SECTION

2.15.7 Content

- Words with

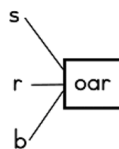


Figure 2.67

- Words with

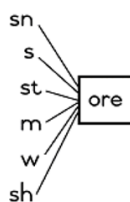


Figure 2.68

Where do they fit in?

- A lion can
- Please, may I have some
- The shells were washed up on the
- The eagle can up into the sky.
- Yesterday I my new dress.
- A wild pig is called a

- Write your own sentences with:

oar

.....

before

.....

sore

.....

board

.....

LO 3.4.8		LO 4.5.5		LO 4.5.6		LO 4.6.2	
----------	--	----------	--	----------	--	----------	--

Table 2.72

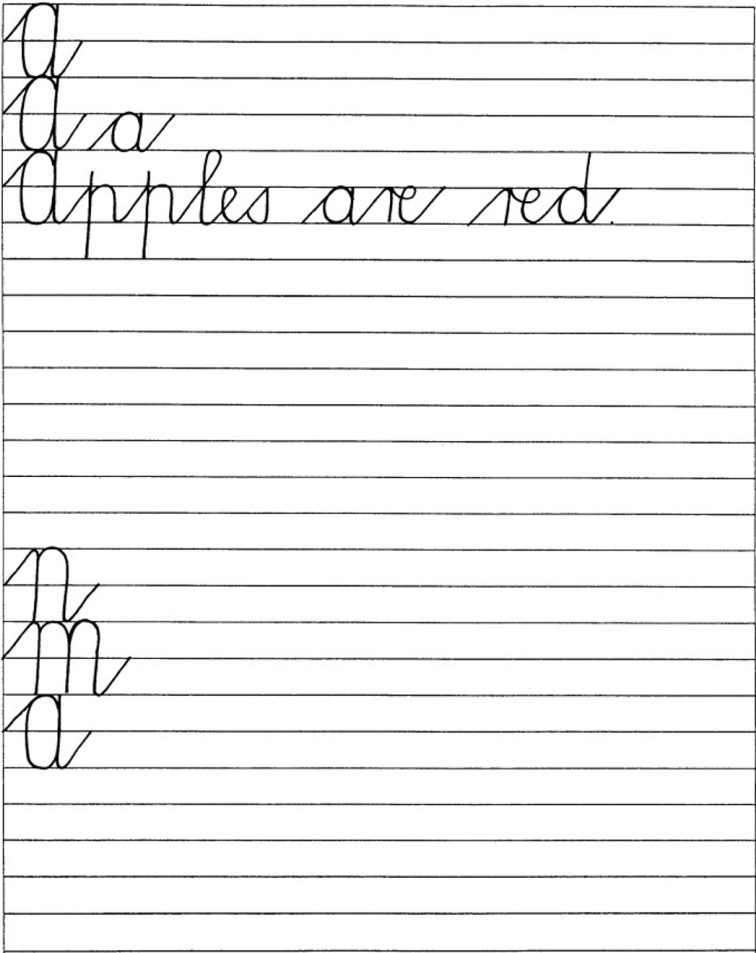


Figure 2.69

LO 4.7.1	
----------	--

Table 2.73

LO 4.7.1	
----------	--

Table 2.74

2.15.7.1 The Alphabet

- Grade 3's must know the alphabet.
- There are 26 letters in the alphabet.
- Look carefully at the order of the letters.
- Read this alphabet rhyme.

Aa	Bb	Cc	Dd	Ee	Ff	Gh
Would you like a cup of tea?						
Hh	Ii	Jj	Kk	Ll	Mm	Nn
I can easily count to ten.						
Oo	Pp	Qu	Rr	St	Tt	Uu
She has beautiful eyes of blue.						
Vv	Ww	Xx	and	Yy	and	Zz
His coat was blue and orange and yellow and red.						

Figure 2.70

G.J.M.

- Do you know the alphabet song?
- Sing it and learn the order of the letters.
- Say their names in sequence to a friend.
- Listen whether your friend can say them correctly.

LO 1.1		LO 3.2.2	
--------	--	----------	--

Table 2.75

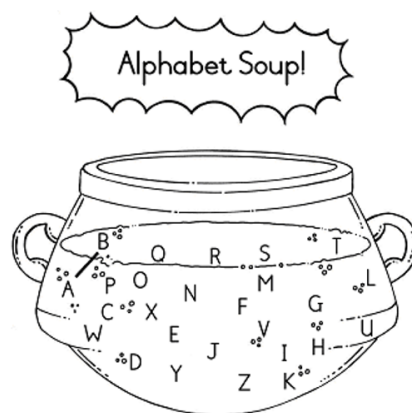


Figure 2.71

- Take a red pencil and join the letters of the alphabet in the correct order from A to Z.
- Write the letters here.

A, B,

.....

.....

.....

- Which letters come between:-

A C;

G I;

M O;

S U;

K M;

V X.

LO 1.1		LO 3.2.2	
--------	--	----------	--

Table 2.76

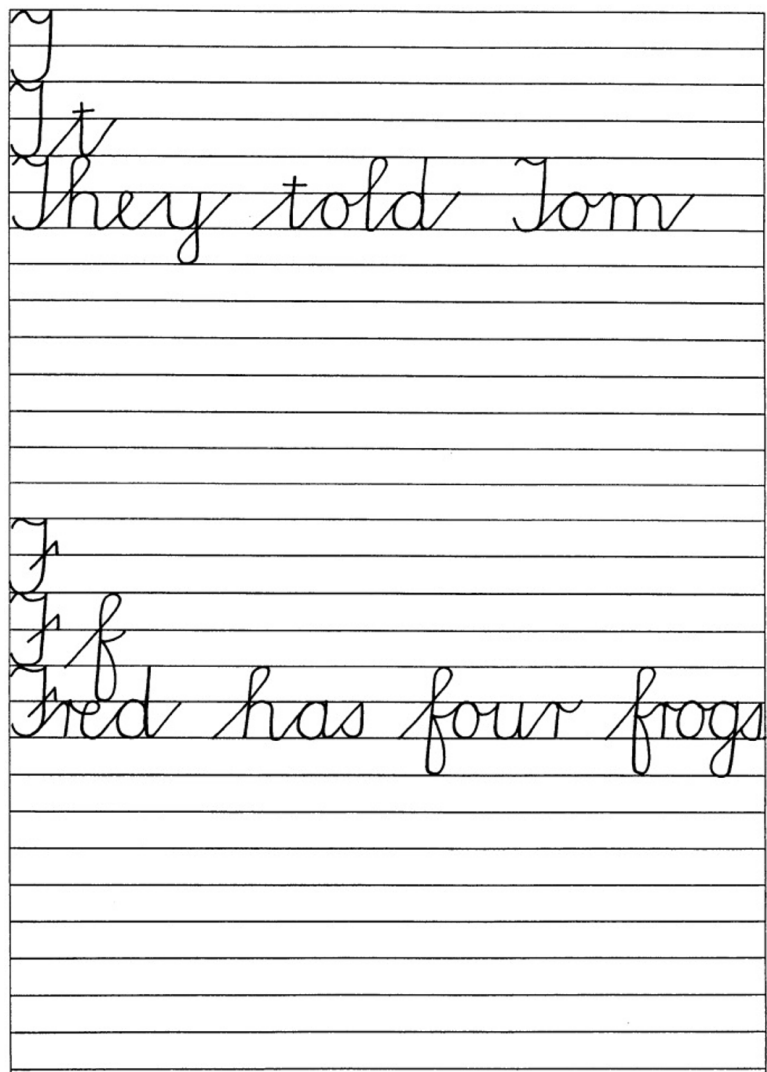


Figure 2.72

LO 4.7.1	
----------	--

Table 2.77

2.15.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations

Assessment Standard 1.1: We know this when the learner listens attentively and responds to an extended sequence of instructions appropriate to the learner’s level;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.2 reads instructions related to real life interests and needs;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.8 recognises the use of “oar”, “ore”;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

4.5.6 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

2.16 Midge part 2 - 08¹⁶

2.16.1 ENGLISH HOME LANGUAGE

2.16.2 Midge – Part 2

2.16.3 EDUCATOR SECTION

2.16.4 Memorandum

2.16.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

2.16.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace

¹⁶This content is available online at <<http://cnx.org/content/m24155/1.1/>>.

namely \pm two modules per term.

The communication between the learners and Midge continue. Midge is warned about a dangerous cat hunting in the neighbourhood and the next day disaster strikes as the cat attacks the mice. Cousin Tubs' tail is bitten off. He is rushed to hospital and a solution is found for their problem. Midge has asked the learners to tie a bell around the cat's neck.

Other activities include learning about exclamation marks, finding rhyming words, reading jokes and riddles, learning the letters of the alphabet and using a dictionary to find out the meaning of words.

A variety of forms of communication are used in this module such as letter writing, telephones and coded messages.

Learners make get-well cards and integrate the learning area – Technology.

- Cursive writing: The following capital letters are taught, **V, W, Y, P, B, R, H, K, N, M, A, T, F.**
- Phonics: “**u**” + “**i**” and “**u**” + “**y**” e.g. as in “**disguise**” and “**buy**”; “**or**”, “**all**”; “**alk**”, “**aw**”, “**au**” “**oa**” and “**orc**”.

Integration of themes

- Human rights and a healthy environment

Learners can discuss the dangers they have to face at home as well as in their environment.

They need a safe environment in which to develop and grow,

- Social Justice

Learners become sensitive to others who are ill, hospitalised or traumatised.

2.16.6 LEANER SECTION

2.16.7 Content

2.16.7.1 Rhymes and Riddles

- Midge says:-

The letter “B” has no sting at all, And “Y’s” the one with a question for all. “C” can’t swim and has no eyes, And “T” is me, but never cries. “U” is you and sometimes funny And “X’s” are kisses for my mummy! G.J.M.

Read the rhyme.

- Discuss the relationships between “B” and sting; “Y” and question; “C” and swim and see; “T” and me; “U” and you and “X” and kisses.
- Midge asks:-

What upsets mice and rats the most?

- Find out what the answer is from the clues below.
- Write the answer.

Answer:- nWhe ti sinra satc nda gosd

Figure 2.73

LO 1.4.5		LO 2.2		LO 3.2.3		LO 5.3.4	
----------	--	--------	--	----------	--	----------	--

Table 2.78

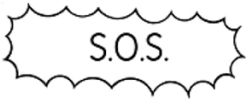


Figure 2.74

- Midge has sent you an urgent S M S.
- Read it quickly.
- Write it in the blocks.
- The code will help you.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Figure 2.75

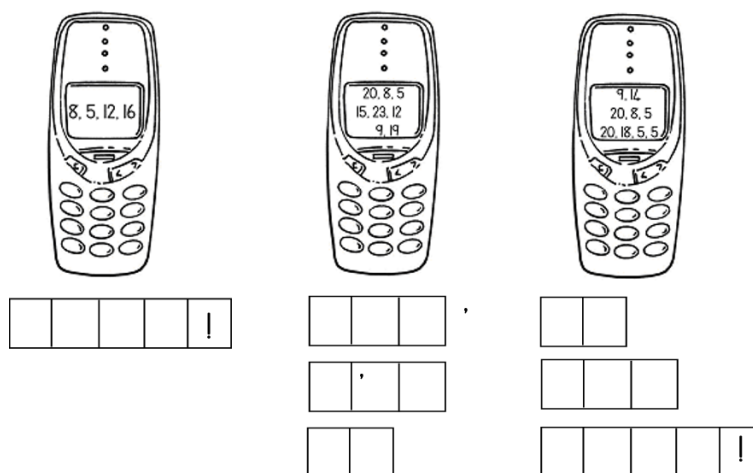


Figure 2.76

LO 3.1.1	
----------	--

Table 2.79

2.16.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.5 answers questions about the oral text;

Learning Outcome 2:SPEAKING The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning:

3.1.1 reads graphical texts such as photographs, maps, flow diagrams, charts;

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.4 uses simple strategies for getting information.

Chapter 3

Term 3

3.1 Midge Part 3 - 01¹

3.1.1 ENGLISH HOME LANGUAGE

3.1.2 Midge – Part 3

3.1.3 EDUCATOR SECTION

3.1.4 Memorandum

3.1.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.1.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

¹This content is available online at <<http://cnx.org/content/m24157/1.1/>>.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L.**
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

3.1.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.1.7 LEARNER SECTION

3.1.8 Content

- Read about Midge.



Figure 3.1

Do you remember in Module 4 you warned Midge about the old brown owl that you spotted near the school?

Midge read your secret code.

He told Granddad about the danger.

Granddad and the other mice were most upset.

“We can’t stay here any longer,” said Granddad.

“Your friend helped us to bell the cat but I don’t think he will be able to help us now. You all know owls do not sleep at night.

You know they have good eyesight.

You know their favourite snack is “mouse.”

Tomorrow I will prowl around the neighbourhood and try and find a safer place for us all to stay.”

“But Granddad,” said Midge, “we were so happy here at school. We found so much to eat! Can’t we stay?”

“No, Midge, it is getting too dangerous. We have to move! Last night Ron Rat was caught and the night before I saw the owl with a baby rabbit in its talons. No arguments. We have to move!

LO 1.4.8	LO 4.1.1	LO 4.2.3	LO 4.6.5
----------	----------	----------	----------

Table 3.3

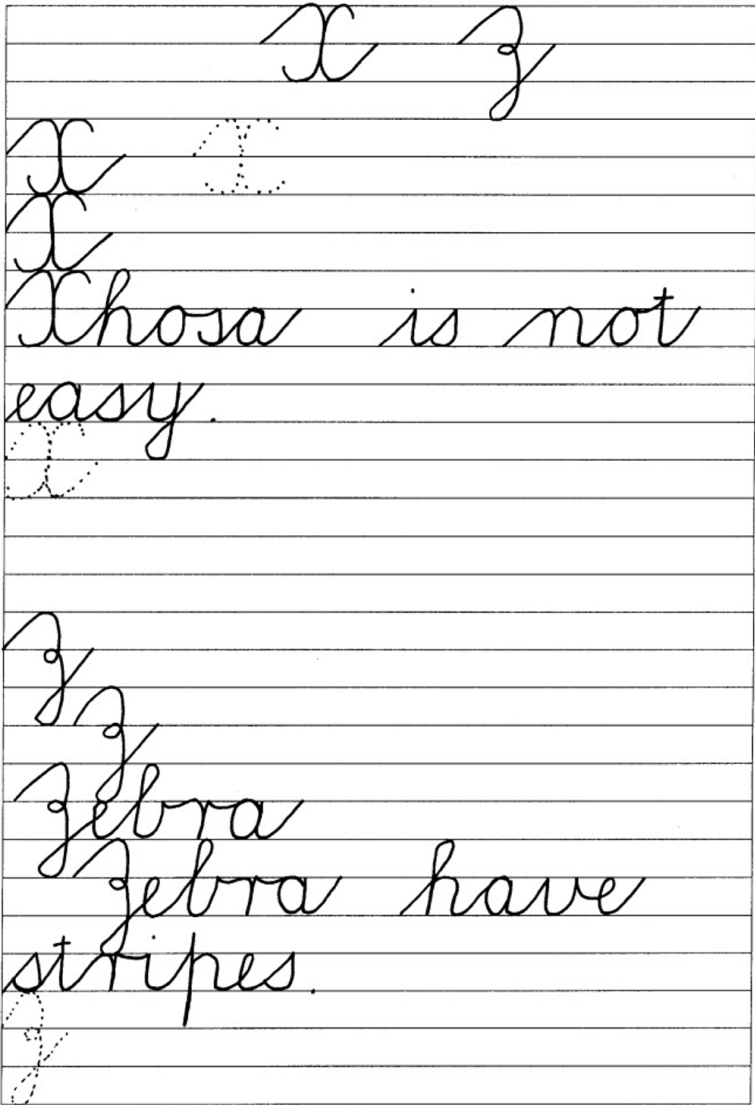


Figure 3.2

LO 4.7.1

Table 3.4

Write the dialogues between you and your mother. You have to convince her that Midge must spend a weekend with you at home.

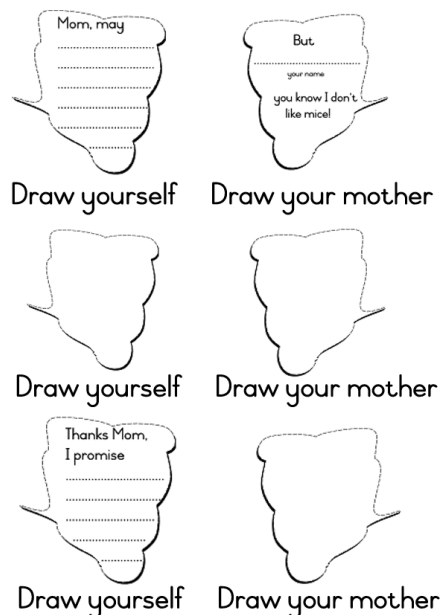


Figure 3.3

LO 4.2.2		LO 4.6.2		LO 6.2.1		LO 6.5.1	
----------	--	----------	--	----------	--	----------	--

Table 3.5

3.1.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, which uses descriptive language, avoid repetition and have elements of plot and characterisation;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning;

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses various pre-writing strategies to gather information and choose a topic (e.g. brainstorming, free writing, talking with friends, visual images);

4.1.2 begins to plan writing;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions;

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

Assessment Standard 4.7: We know this when the learner writes legibly;

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 uses some spelling rules to spell correctly;

Assessment Standard 6.5: We know this when the learner develops critical language awareness:

6.5.1 explores the way the class uses slang, with whom and for what purpose.

3.2 Midge Part 3 - 02²

3.2.1 ENGLISH HOME LANGUAGE

3.2.2 Midge – Part 3

3.2.3 EDUCATOR SECTION

3.2.4 Memorandum

3.2.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

²This content is available online at <<http://cnx.org/content/m24160/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.2.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L.**
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

3.2.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.2.7 LEARNER SECTION

3.2.8 Content

- Read about Midge.



Figure 3.4

Do you remember in Module 4 you warned Midge about the old brown owl that you spotted near the school?

Midge read your secret code.

He told Granddad about the danger.

Granddad and the other mice were most upset.

“We can’t stay here any longer,” said Granddad.

“Your friend helped us to bell the cat but I don’t think he will be able to help us now. You all know owls do not sleep at night.

You know they have good eyesight.

You know their favourite snack is “mouse.”

Tomorrow I will prowl around the neighbourhood and try and find a safer place for us all to stay.”

“But Granddad,” said Midge, “we were so happy here at school. We found so much to eat! Can’t we stay?”

“No, Midge, it is getting too dangerous. We have to move! Last night Ron Rat was caught and the night before I saw the owl with a baby rabbit in its talons. No arguments. We have to move!

- What is your opinion? Should they stay or should they go?

LO 1.4		LO 3.2.1		LO 3.3.1	
--------	--	----------	--	----------	--

Table 3.6

1. Read and plan your letter.

Midge is very upset. He does not want to leave you. He wrote to you and told you that Granddad said they had to move away.

- Now you must write to Midge.

1. Tell him how you feel.
2. Suggest some plans that you and your friends have thought of.
3. Invite him home for a farewell weekend. Tell him about the exciting things you will do; the interesting places you could show him and the fun the two of you would have.
4. Draw a picture at the end of your letter to show Midge what you are planning.

- You can plan your letter like this.

1. Your feelings.
2. Your plans.
3. Your weekend.
4. Your picture.

LO 1.2		LO 2.3		LO 4.1.1		LO 4.1.2	
--------	--	--------	--	----------	--	----------	--

Table 3.7

Dear Midge

.....

.....

.....

.....

.....

.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

LO 1.4.8		LO 4.1.1		LO 4.2.3		LO 4.6.5	
----------	--	----------	--	----------	--	----------	--

Table 3.8

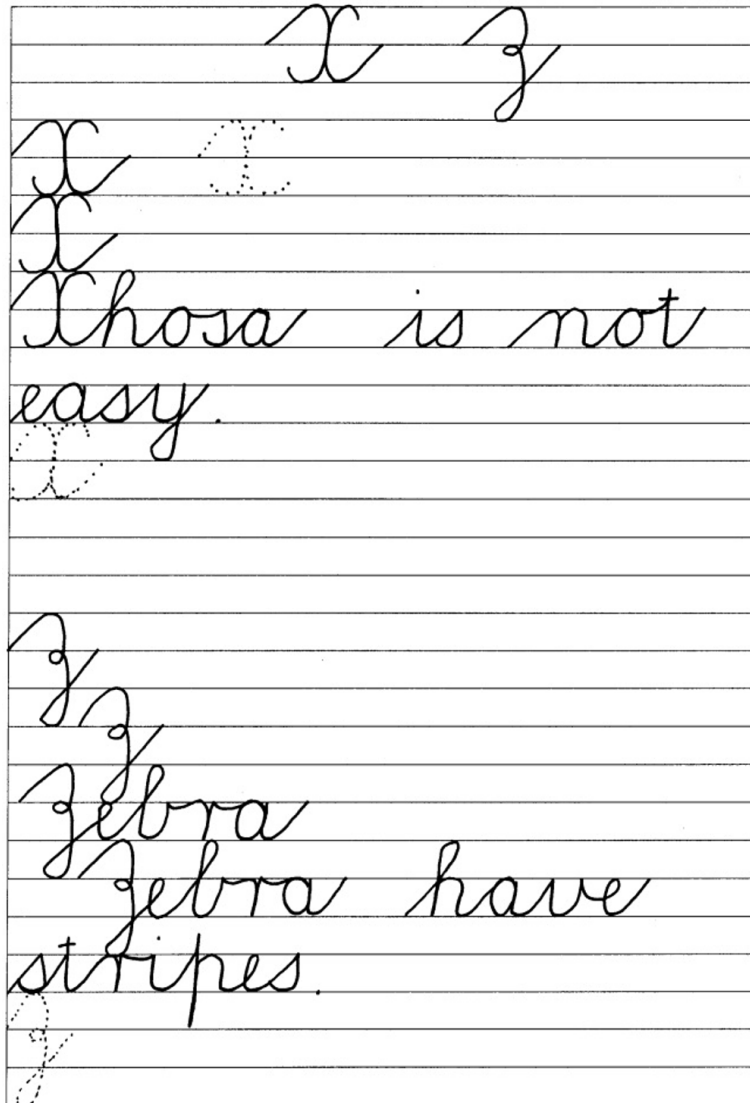


Figure 3.5

LO 4.7.1	
----------	--

Table 3.9

Write the dialogues between you and your mother. You have to convince her that Midge must spend a weekend with you at home.

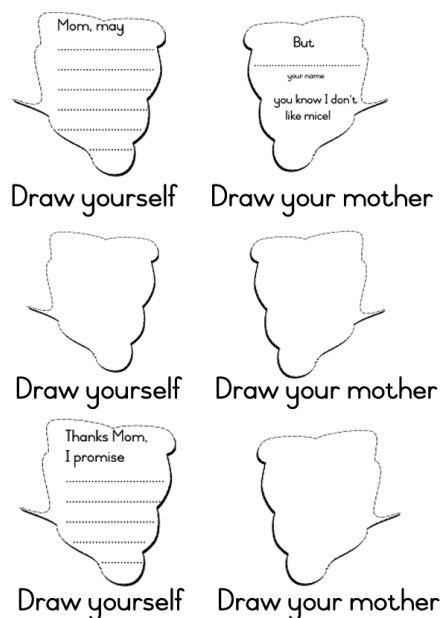


Figure 3.6

LO 4.2.2		LO 4.6.2		LO 6.2.1		LO 6.5.1	
----------	--	----------	--	----------	--	----------	--

Table 3.10

3.2.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, which uses descriptive language, avoid repetition and have elements of plot and characterisation;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses various pre-writing strategies to gather information and choose a topic (e.g. brainstorming, free writing, talking with friends, visual images);

4.1.2 begins to plan writing;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes:

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 uses some spelling rules to spell correctly;

Assessment Standard 6.5: We know this when the learner develops critical language awareness:

6.5.1 explores the way the class uses slang, with whom and for what purpose.

3.3 Midge Part 3 - 03³

3.3.1 ENGLISH HOME LANGUAGE

3.3.2 Midge – Part 3

3.3.3 EDUCATOR SECTION

3.3.4 Memorandum

3.3.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these

³This content is available online at <<http://cnx.org/content/m24249/1.1/>>.

supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.3.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L**.
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

3.3.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.3.7 LEANER SECTION

3.3.8 Content

- Listen while your teacher reads to you.
- Read these pages about “OWLS”.

Owls belong to the bird-family.

Their bodies are covered with feathers.

They are warm-blooded creatures.

They all have backbones.

There are many different kinds of owls.

Some are grey and white

and some are a mottled brown colour.

Owls are birds of prey.

They have very strong, curved beaks

with which they tear up their prey.

Their talons are as sharp as a razor.

They use these to catch their prey.

Owls are night hunters.

Their eyes can see very well in the dark.

They hunt rats and mice

and the larger owls will even carry off chickens,

ducks and small turkeys.
 Even rabbits and hares are wary of owls.
 Small balls of hair are often found near their nests.
 Owls swallow their prey whole and indigestible parts,
 such as bones and feathers, collect inside their crops.
 They are formed into small balls and are later regurgitated.
 To determine what owls have eaten, scientists
 and biologists will examine these small balls.
 They can then say from the left-overs
 what kind of animals the owl has eaten.

LO 1.4.5		LO 1.4.7		LOS 2.5		LO 3.5.1	
----------	--	----------	--	---------	--	----------	--

Table 3.11

For you to do.

1. Visit the library and select 3 more books about “Owls”.

Write their titles and authors’ names.

- a)
- b)
- c)

2. Choose one of these books to read.

3. Write down any new facts about owls that you have read and tell the class what you have learnt.

.....

LO 2.7		LO 3.3.1		LO 3.5		LO 4.1.1		LO 5.3.4	
--------	--	----------	--	--------	--	----------	--	----------	--

Table 3.12

4. Use a dictionary to find out what these words mean.

- a. mottled:
- b. talons:
- c. prey:
- d. wary:
- e. indigestible:
- f. regurgitate:
- g. scientist:
- h. biologist:

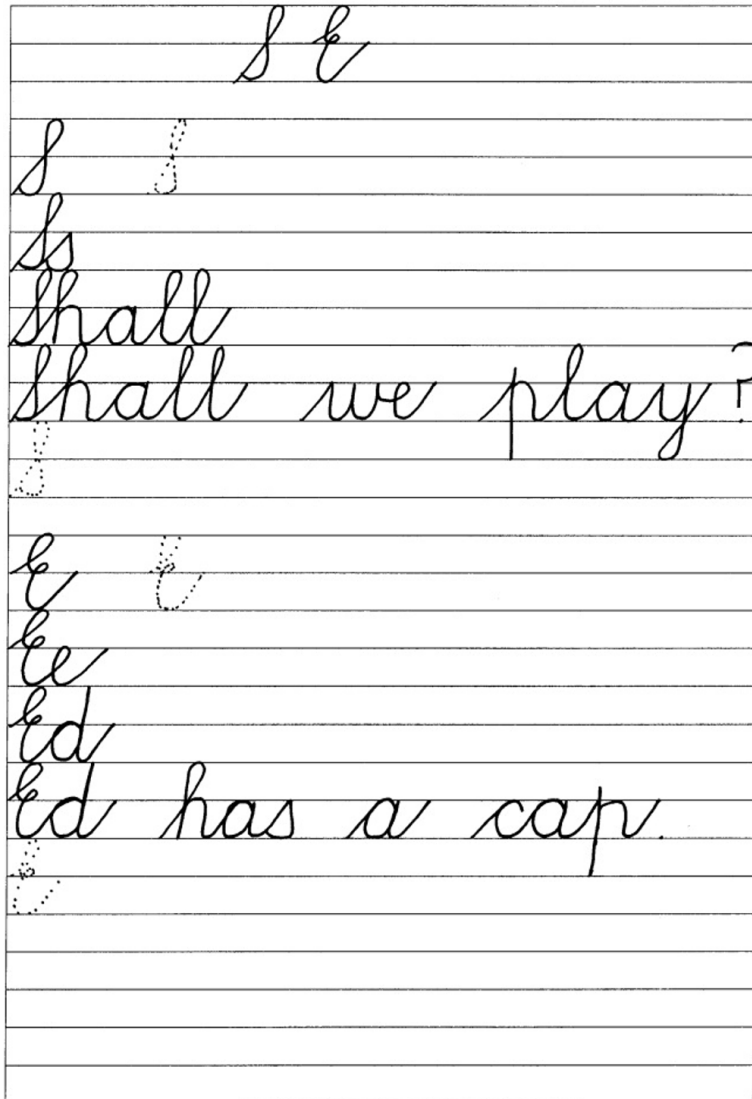


Figure 3.8

LO 4.7.1	
----------	--

Table 3.15

Do you still remember the alphabet?

- Say the letters of the alphabet to a friend.

A B C etc.

- Arrange these groups of words in alphabetical order.

1. owl; bird; creature; prey.
.....
2. beak; talons; razor; eyes.
.....
3. rats; mice; chickens; ducks.
.....
4. swallow; balls; catch; examine.
.....
5. feathers; bones; nests; crops.
.....
6. regurgitate; collect; eaten; found.
.....

LO 3.5	
--------	--

Table 3.16

3.3.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

- 1.4.5 answers questions about the oral text;
- 1.4.7 works out cause and effect in the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions;

Assessment Standard 2.7: We know this when the learner makes oral presentations (e.g. on given topics, on interviews conducted, reporting back from fieldtrips);

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

- 3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

- 3.4.5 recognises vowels with two sounds;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment;

- 3.5.1 chooses fiction and non-fiction books and says what was liked or not liked about them;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

- 4.1.1 uses various pre-writing strategies to gather information and choose a topic (e.g. brainstorming, free writing, talking with friends, visual images);

Assessment Standard 4.7: We know this when the learner writes legibly:

- 4.7.1 writes with ease and increasing speed as a result of frequent practice;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

- 5.3.4 uses simple strategies for getting information.

3.4 Midge Part 3 - 04⁴

3.4.1 ENGLISH HOME LANGUAGE

3.4.2 Midge – Part 3

3.4.3 EDUCATOR SECTION

3.4.4 Memorandum

3.4.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.4.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L**.
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

⁴This content is available online at <<http://cnx.org/content/m24250/1.1/>>.

3.4.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.4.7 LEARNER SECTION

3.4.8 Content

- Listen and read Midge's poem.
- Draw a circle around the rhyming words at the end of the lines.

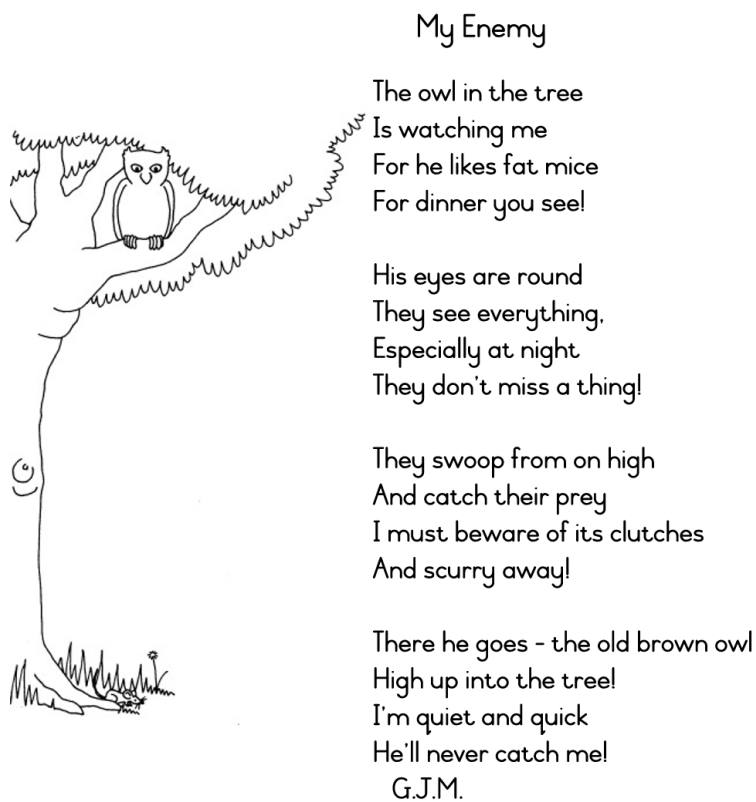


Figure 3.9

- Discuss the main idea of the poem.
- Is Midge happy, scared, careful or sad?

Give a reason for your answer.

- If you were Midge, how would you feel?

LO 1.4	LO 3.3.1	LO 3.4.9	LO 5.2.2
--------	----------	----------	----------

Table 3.17

3.4.8.1 Phonics

- Read the words.
- Listen to the sound of **ai** in these words.
- Learn to write them.

air

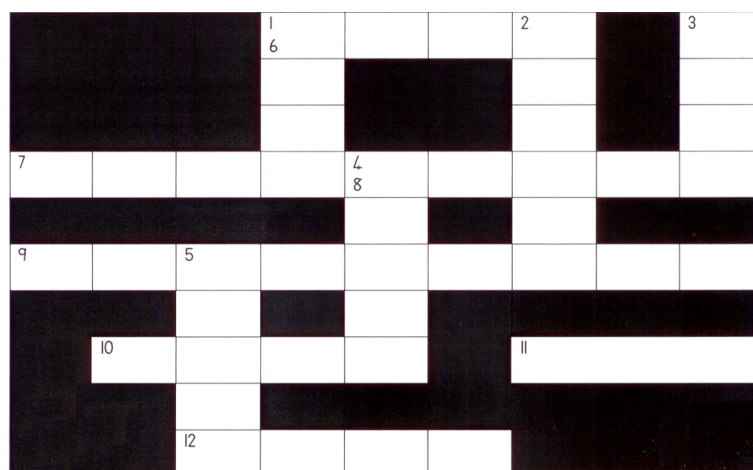
lair
 affair
 fair
 pair
 despair
 fairy
 chair
 chairman
 hair
 stair
 upstairs
 hairy
 repair
 downstairs

- Choose one word to complete each sentence.
1. A fox's den is called a
 2. Climb the
 3. A has wings.
 4. I have a of shoes.
 5. I sit on a
 6. She has hair.
 7. I brush my
 8. I breath in

LO 3.4.2		LO 3.4.3	
----------	--	----------	--

Table 3.18

- Complete the crossword puzzle.
- Let the clues help you.



Down

1. Rabbit
2. To fix.
3. Without clothes.
4. To keep looking.
5. To climb a

Across

6. Fair
7. To look after.
8. Divide equally.
9. Not downstairs.
10. A mommy horse.
1. All around us.
2. Scarce.

Figure 3.10

- Choose the right word to complete the sentence.

1. I my best clothes. (where; wear)
2. The was juicy. (pear; pair)
3. The is a wild animal. (bare; bear)

LO 2.2		LO 3.5.6	
--------	--	----------	--

Table 3.19

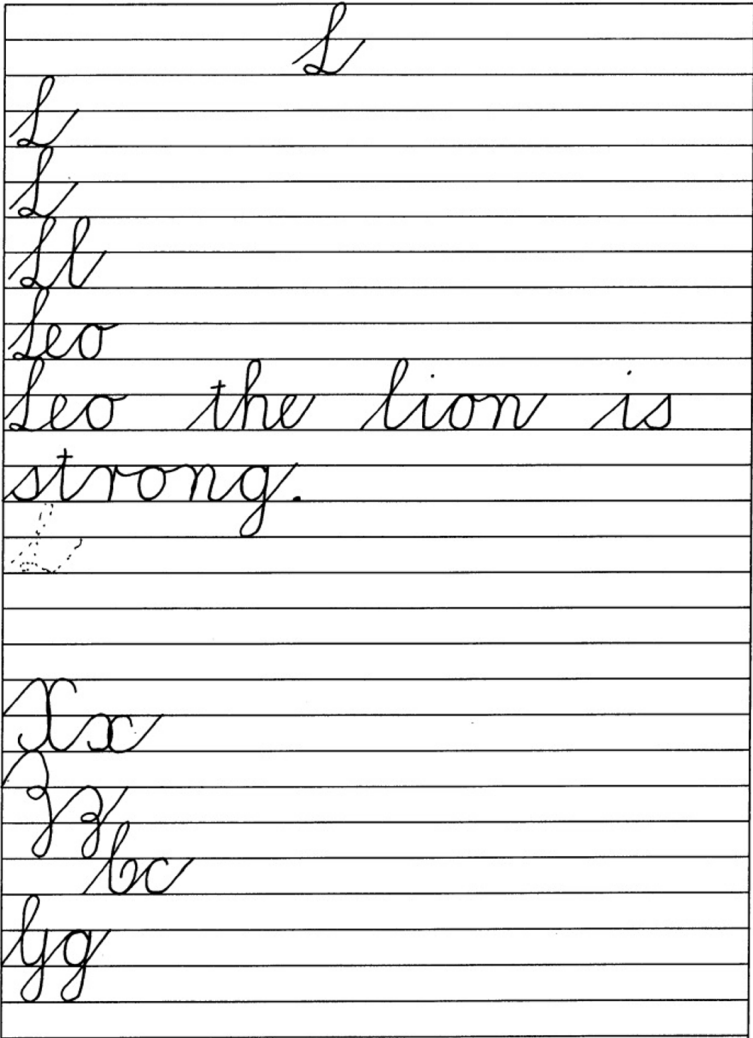


Figure 3.11

LO 4

LO 4.7.1	LO 4.7.2
----------	----------

Table 3.20

3.4.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy (e.g. telling jokes, creating own poems and code language).

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.2 recognises that the same spelling can represent different sounds (e.g. bread, read);

3.4.3 recognises some more vowel sounds spelled with two letters;

3.4.9 recognises rhyming words;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment;

3.5.6 plays word games that draw on reading, vocabulary knowledge and skills;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it.

3.5 Midge Part 3 - 05⁵

3.5.1 ENGLISH HOME LANGUAGE

3.5.2 Midge – Part 3

3.5.3 EDUCATOR SECTION

3.5.4 Memorandum

3.5.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these

⁵This content is available online at <<http://cnx.org/content/m24252/1.1/>>.

supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.5.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L.**
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

3.5.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.5.7 LEARNER SECTION

3.5.8 Content

3.5.8.1 Phonics

- Words to read and learn.



Figure 3.12

- Make your own sentences.

1. tear:
2. beard:
3. fear:
4. year:
5. near:
6. clear:
7. hear:

LO 3.4.5		LO 4.5.5		LO 4.6.3	
----------	--	----------	--	----------	--

Table 3.21

For you to do.

- On page 11 + 12 we learnt some interesting facts about “Owls”.
- Now, go to the library, visit the “NON-FICTION” section and find some books on “RODENTS”.
- Midge is a mouse, and mice and rats belong to the rodent-family.
- Choose 3 books about rodents that you would like to read. Write their titles and the names of the authors here.

1.
2.
3.

- Find out all you can about rodents.
- This will help you to understand Midge better.
- The spidergraph on your next page will help you order your facts.
- Make notes, drawings and sketches under those headings.
- Now write an interesting account of what you have learnt about rodents.
- Read it to the class and ask them to comment on your project.

LO 3.5		LO 3.5.7		LO 4.4.1		LO 5.3.4	
--------	--	----------	--	----------	--	----------	--

Table 3.22

3.5.8.2 Spidergram

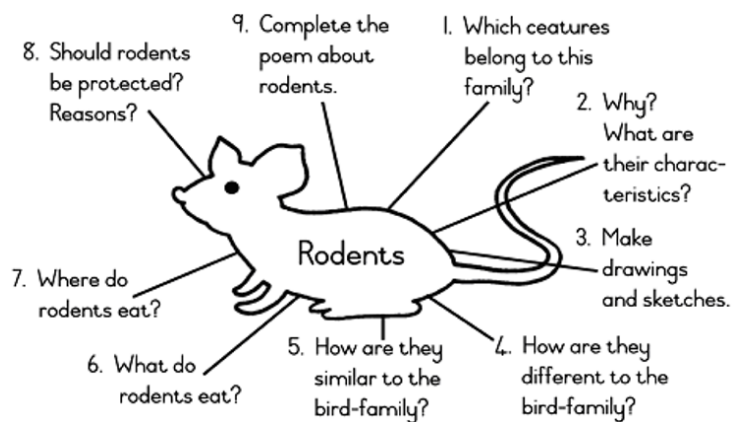


Figure 3.13

LO 1.4.8		LO 2.5.7		LO 3.1		LO 3.2		LO 4.1.1	
----------	--	----------	--	--------	--	--------	--	----------	--

Table 3.23

3.5.8.3 Rodents

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

LO 4.1.1	LO 4.2.2	LO 4.6.2	LO 5.3.6
----------	----------	----------	----------

Table 3.24

- Complete the rhyme. The last word in the last line must rhyme with “fat”.
- Read it to the class. Decorate it and write your name as author underneath.
- Perhaps you can send me a copy. I would like to read it too. My address is Midge, P.O. Box 41, Durbanville, 7551. Enclose your address please.

3.5.8.4 Rodents

Mice and rats are rodents see

Some are thin and some are fat

.....

.....

by (your name)

LO 2.2	LO 3.4.9
--------	----------

Table 3.25

3.5.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

1.4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy (e.g. telling jokes, creating own poems and code language).

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge;

3.4.5 recognises vowels with two sounds;

3.4.9 recognises rhyming words;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment; 3.5.7 identifies and finds information sources such as community members, library books;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses various pre-writing strategies to gather information and choose a topic (e.g. brainstorming, free writing, talking with friends, visual images);

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes:

4.2.2 writes a selection of short texts for different purposes;

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and / or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

4.6.3 applies knowledge of grammar;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.4 uses simple strategies for getting information.

5.3.6 summarises information and presents it in an appropriate and interesting way.

3.6 Midge Part 3 - 06⁶

3.6.1 ENGLISH HOME LANGUAGE

3.6.2 Midge – Part 3

3.6.3 EDUCATOR SECTION

3.6.4 Memorandum

3.6.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.6.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

⁶This content is available online at <<http://cnx.org/content/m24253/1.1/>>.

Granddad says Midge and the mice family must move house because another danger is lurking outside. Midge is invited to spend a weekend with the learners. They discuss what they are going to do and write about their plans. Midge replies with an account of his weekend.

There are two poems to read and to discuss, words to arrange alphabetically, crosswords to complete and picture writing to puzzle out.

- Cursive writing: **X, Z, C, G, S, E, L**.
- Phonics: “**ar**”, “**are**”, “**ai**” as in **air**, and “**ear**” words.

Library searches are done on owls and rodents and information ordered according to a spidergram.

Integration of themes

- Social Justice

Midge helps learners to come to terms with differences in cultural and social habits.

- A healthy environment

3.6.6 Just as Midge has to move house against his will, so learners have to adapt to a new environment. Learners discuss the reasons, the advantages and disadvantages of moving.

3.6.7 LEARNER SECTION

3.6.8 Content

- A game to play with a friend. Take turns.
- Read the clues.
- Write the missing word on a brick. Colour in the brick.
- If you write the word wrongly, you cannot colour in the brick.

Only use **ar**, **are**, **ai**, **-ear** words.

- The first house that is coloured in wins.

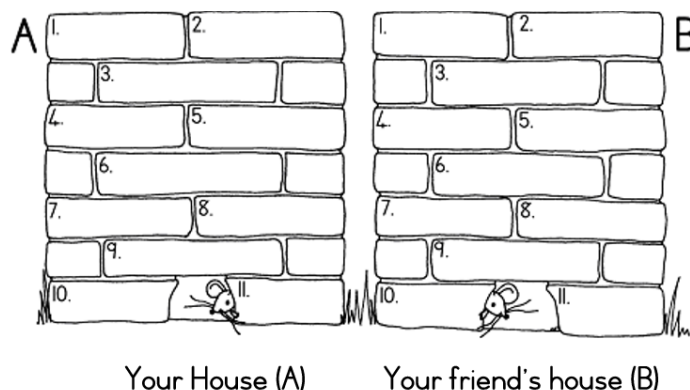


Figure 3.14

LO 3.5.6		LO 4.5.6	
----------	--	----------	--

Table 3.26

Your house (A) Your friend's house

Your clues. His/her clues.

1. A horse
2. To climb.
3. Two of a kind.
4. Divide equally.
5. No clothes.
6. It twinkles.
7. On my head.
8. A of honey.
9. A vehicle.
10. Hair on face.
11. Look after.
1. Not light.
2. Kind of rabbit.
3. Scarce.
4. A fox's den.
5. We breathe . . .
6. Has wings.
7. Not far.
8. In my eye.
9. 12 months in a year.
10. Look hard.
11. animals.

LO 3.5.6		LO 4.5.6	
----------	--	----------	--

Table 3.27

- We have to say “goodbye” to Midge, his family and his friends.
- “Goodbye, Midge.”

“Totsiens, Midge.”

“Sala Kakuhle Midge.”

“Au revoir, Midge.”

- Discuss these forms of greetings in the different languages.
- Read them.
- Draw a farewell message/picture for Midge.



Figure 3.15

LO 1.3		LO 1.4.8		LO 2.5.4		LO 3.5.1	
--------	--	----------	--	----------	--	----------	--

Table 3.28

- Read.
- Here is my farewell message to you, my good friend in Grade 3. If you can read it you will know where to find me. You can also write to me at:

Midge
P.O. Box 41
Durbanville
7551

D

.....

your name

~~B~~
W e r 2

~~Monday~~
st

~~P~~ ~~d~~

~~W~~

F

Midge

Write my message here.

.....

.....

..... Midge

Figure 3.16

LO 2.2	LO 3.5.1	
--------	----------	--

Table 3.29

3.6.9 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner recognises and shows respect for different varieties of language;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

1.4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy (e.g. telling jokes, creating own poems and code language).

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.4 shows sensitivity to the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment; 3.5.1 chooses fiction and non-fiction books and says what was liked or not liked about them;

3.5.6 plays word games that draw on reading, vocabulary knowledge and skills;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in a sentence.

3.7 Jaime's Diary⁷

3.7.1 ENGLISH HOME LANGUAGE

3.7.2 Jaime's Diary

3.7.3 EDUCATOR SECTION

3.7.4 Memorandum

3.7.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.7.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about "Diaries". We read Jaime's diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother's help. She tries to live out these qualities and finds it most satisfying.

⁷This content is available online at <<http://cnx.org/content/m24256/1.1/>>.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with “**ir**”, “**er**” and “**ur**”; words with silent letters “**b**”, “**k**”, “**w**” and “**t**” are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

Jaime’s diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

3.7.6 LEARNER SECTION

3.7.7 Content

3.7.7.1 Diaries

- Read.
- Discuss words you don’t understand.

Diaries are usually very personal. The writer often writes his or her thoughts and describes his or her feelings, knowing that these will not be read by anyone else. That is why diaries give us a very clear picture of the writer; of the feelings, the thoughts and motives for his or her actions. The writer also writes about the relationships between friends and family.

We don’t read other people’s diaries. They would not want us to see what their secret thoughts, wishes and feelings are, unless of course, the writer gives you the diary to read, as Jaime has done.

Jaime wants us to read her diary because she says she has been very honest with herself. She also feels maybe there are children who feel like she does and maybe there are children who would not make the mistakes she has made if they read her diary.

Thank you, Jaime, for letting us open and read your very personal diary.

LO 1.1		LO 2.5.4		LO 3.2		LO 3.3.1	
--------	--	----------	--	--------	--	----------	--

Table 3.30

- Answer the questions.

1. What is a diary?

A diary

2. The writer of a diary writes about his or her
and

3. “Motives for your actions” means:

- a) the things with which you need to do something;
- b) the reasons why you do things;
- c) the punishment for your actions.

- Choose the right answer and tick a); b) or c)

4. What does “personal” mean?

Personal means

.....

5. Why are we going to read Jaime’s personal diary?

Jaime

.....

LO 1.2		LO 1.4.5		LO 3.2	
--------	--	----------	--	--------	--

Table 3.31

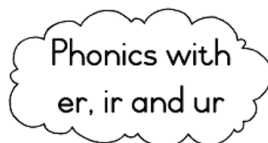


Figure 3.17

- Read the sentence.

My sister’s friend will turn thirty on Saturday.

- Underline any **er** , **ir** and **ur** words in the sentence.
- Read the underlined words. What do you hear?

- More **er** , **ir**, and **ur** words.

Underline them and read them.

1. There is a bird on the fern near the river.
2. Do not disturb the girls and the boys in church.
3. My birthday is on a Saturday next term.
4. You will burn your purse if you hurl it into the coals.
5. The spider crawled through the dirt on the kerb.
6. Perhaps the nurse thinks the dirty shirt is full of germs.

LO 2.5		LO 3.4.1	
--------	--	----------	--

Table 3.32

- Sort the words that you underlined on the previous page into their groups.

eras in <u>bro</u> ther		iras in <u>bird</u>		uras in <u>chur</u> ch
-------------------------	--	---------------------	--	------------------------

Table 3.33



Figure 3.18

- Can you find more words to add to your lists?
- Make sure you can use all the words above in sentences.

LO 2.5		LO 3.4.1		LO 4.5.5	
--------	--	----------	--	----------	--

Table 3.34

- Practise how to join these letters.

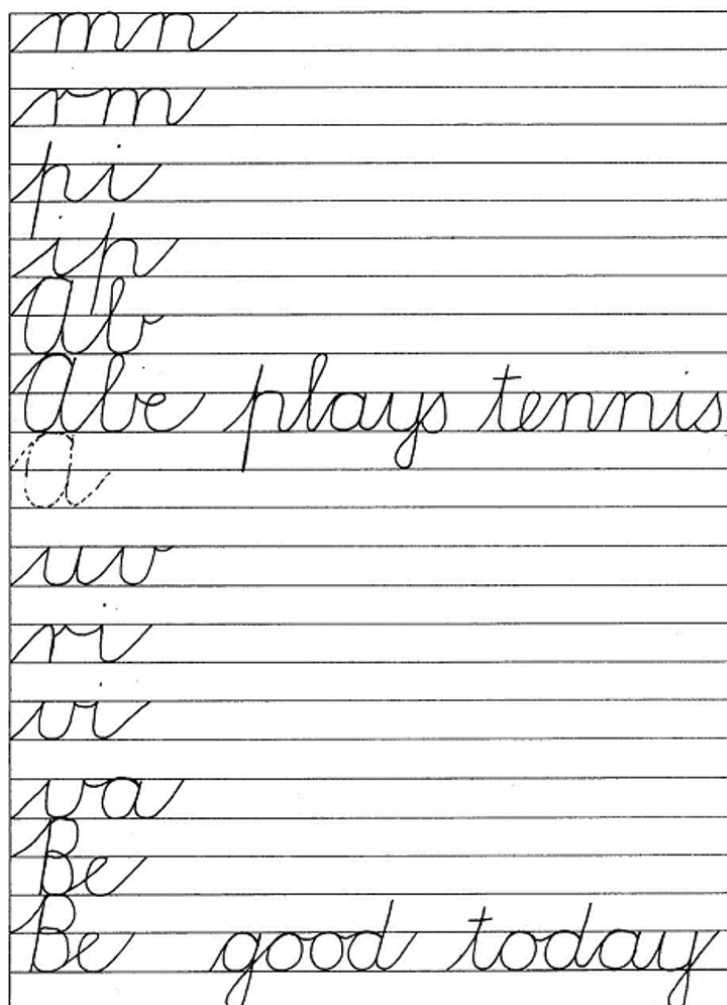


Figure 3.19

LO 4.7.1	
----------	--

Table 3.35

3.7.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively (extending concentration span) and responds to an extended sequence of instructions appropriate to the learner's level;

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.4 shows sensitivity to the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

3.8 Jaime's Diary 01⁸

3.8.1 ENGLISH HOME LANGUAGE

3.8.2 Jaime's Diary

3.8.3 EDUCATOR SECTION

3.8.4 Memorandum

3.8.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these

⁸This content is available online at <<http://cnx.org/content/m24258/1.1/>>.

supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.8.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about “Diaries”. We read Jaime’s diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother’s help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with “**ir**”, “**er**” and “**ur**”; words with silent letters “**b**”, “**k**”, “**w**” and “**t**” are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

Jaime’s diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

3.8.6 LEARNER SECTION

3.8.7 Content

- Let’s read the diary to ourselves first.
- Make sure you know all the words.
- Now take turns to read it to your teacher.

3.8.7.1 Jaime’s Diary – Day 1

Dear Diary

Today I was so glad to be part of a family. It really is a privilege to have loving parents and brothers and sisters. All right, I know my brother and I often quarrel and I can sometimes be very unfriendly towards my sister, but today I am just very glad they are my family.

I thought of so many orphans growing up without a family. Who do they go to when they need help? Who can they talk to when they’re sad? Thinking about orphans made me very sad.

Yes, we are a happy family. Mummy and Daddy care for us and love us very much. Thanks Mom! Thanks Dad! Tomorrow I’ll give you a hug!

- Use your dictionary and find out the meanings.

- privilege:.....
 - orphan:.....

LO 1.2		LO 3.3.1		LO 3.5.4	
--------	--	----------	--	----------	--

Table 3.36**Commas**

- A comma is used:
 - in the middle of a long sentence to show a pause, e.g.
Although it is summer, it rained the whole day.
 - in the place of “and and and”
I bought carrots, tomatoes, peas, milk and cheese.
 - when you talk directly to someone the comma comes after the name, e.g.
Peter, please buy some milk.
 - Now rewrite these sentences correctly. Remember capital letter, full stops, question marks and COMMAS.
1. i had to carry milk buns rice and potatoes
.....
.....
 2. may we please have some fruit salad ice cream and custard
.....
.....
 3. if I don't go to school tomorrow i will not get my report
.....
.....
 4. jaime tom michael and peter came to my party
.....
.....

LO 2.5.7		LO 6.3.7	
----------	--	----------	--

Table 3.37**3.8.7.2 Phonics**

- Listen to these words as your read them.
climb, limb, lamb, thumb, dumb
- They all end in **b** but you cannot hear the **b** sound
because it is a silent **b**
- Here are more silent **b** words. Read them and draw their pictures.
bomb
comb
tomb
thumb
plumber
crumb

- In which sentence can you fit these words?

1. My arm is a
2. I my hair.
3. They were buried in a
4. They found the baby on the hill.
5. Call the to fix the pipes.
6. The dog ate the that fell off the table.
7. I can that mountain.

LO 2.5.7		LO 3.4.10	
----------	--	-----------	--

Table 3.38

- Practise how to join these letters.

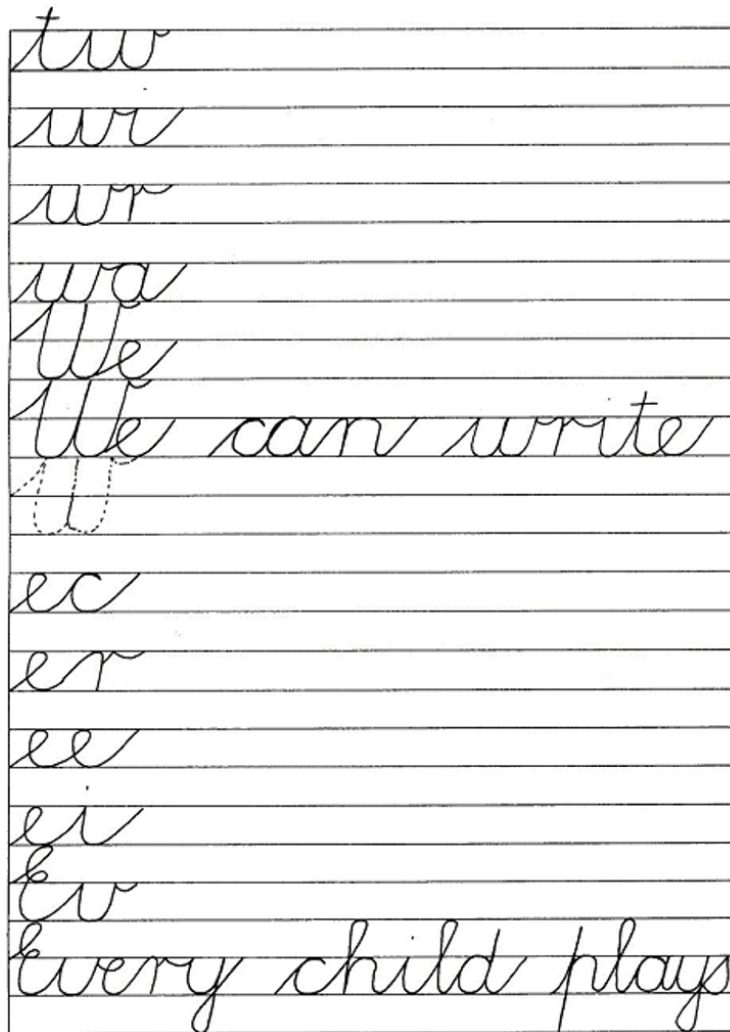


Figure 3.20

LO 4.7.1	
----------	--

Table 3.39

3.8.7.3 Proverbs

- Proverbs are sayings with a special meaning.
- Read these proverbs.
- Discuss their meanings.
- Draw pictures to illustrate the proverbs.



Figure 3.21

1.	2.
3.	4.

Figure 3.22

LO 1.4.7		LO 2.5.3		LO 3.2		LO 5.3.6	
----------	--	----------	--	--------	--	----------	--

Table 3.40

3.8.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.7 works out cause and effect in the oral text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions;

2.5.3 suggests or elaborate ideas;

2.5.7 answers questions and gives reasons for answers.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.10 recognises silent letters;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.6 summarises information and presents it in an appropriate and interesting way.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.7 uses punctuation correctly;

Assessment Standard 6.5: We know this when the learner develops critical language awareness:

6.5.1 explores the way the class uses slang, with whom and for what purpose.

3.9 Jaime's Diary Day 2⁹

3.9.1 ENGLISH HOME LANGUAGE

3.9.2 Jaime's Diary

3.9.3 EDUCATOR SECTION

3.9.4 Memorandum

3.9.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.9.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about "Diaries". We read Jaime's diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother's help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with "ir", "er" and "ur"; words with silent letters "b", "k", "w" and "t" are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

⁹This content is available online at <<http://cnx.org/content/m24259/1.1/>>.

3.9.6 Jaime’s diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

3.9.7 LEARNER SECTION

3.9.8 Content

- Read

3.9.8.1 Jaime’s Diary – Day 2

Dear Diary

What did I learn today?

Besides all the schoolwork we did
reading, writing, spelling and so on –
I learnt something very important.

This is what happened.

I woke up this morning and remembered there was a cake sale at school today. I know I should have told Mummy yesterday but I forgot!

When I asked her for some spending money, she only had enough cash for her bus fare to work. She reminded me I should have told her about the cake sale beforehand. Then she would have made sure she had enough cash on her.

Anyway, she very kindly gave me her bus fare and said she would phone a friend to ask for a lift to work.

She was so kind! She gave me all the money she had, even though it meant her walking a long way to Aunt Peg’s house. Thanks Mom, you’re great!

I love you!

LO 1.4		LO 2.5.4		LO 3.3.1	
--------	--	----------	--	----------	--

Table 3.41

- Divide into small groups of 4 or 5.
- Discuss the following statements and questions.
- Report back to the class.

1. Is keeping a diary good or bad? Give your reasons.
2. How can keeping a diary be useful?
3. Would you like to keep a diary? Give your reasons.
4. Do you think other people should read your diary? Give your reasons.
5. Discuss what makes “a happy family”.
6. Draw up a list of things, or people, or circumstances that make a family unhappy?

-
-
-
-
-

7. What did Jaime learn on Day 2?

LO 1.4.6		LO 2.1		LO 3.2		LO 5.2.1		LO 5.2.2	
----------	--	--------	--	--------	--	----------	--	----------	--

Table 3.42

3.9.8.2 Opposites

- Read them and explain their meanings using examples, e.g. being cruel means hurting someone.

I am	sensible	and not	silly.
I am	honest	and not	dishonest.
I am	careful	and not	careless.
I am	interesting	and not	boring.
I am	hard-working	and not	lazy.
I am	wise	and not	foolish.
I am	generous	and not	mean.
I am	nice	and not	nasty.
I am	cheerful	and not	miserable.
I am	kind	and not	cruel.
I am	good	and not	bad.
I am	strong	and not	weak.
I am	clever	and not	stupid.
I am	polite	and not	rude.

Figure 3.23

LO 3.5.4	LO 4.5.1
----------	----------

Table 3.43

- How would you describe Dick?



Figure 3.24

- Dick is and

LO 3.5.4		LO 4.5.1	
----------	--	----------	--

Table 3.44

- Listen to these words as you read them. What did you notice?

wrap, write, wrist, wrong

- The **w** is a silent letter.
- Here are more silent **w** words.
- Read them and fill in the missing words in the sentences below.

wrote, wrestle, sword, wren, wreck, wring, wrinkles

1. I hurt my
2. He will a letter to his mom.
3. Help me the parcel.
4. My sum was
5. Mum will out the washing.
6. That is very sharp.
7. The old man has lots of
8. The boys on the mat.
9. The is a little bird.

LO 3.4.10		LO 4.5.6	
-----------	--	----------	--

Table 3.45

- Practise how to join these letters.

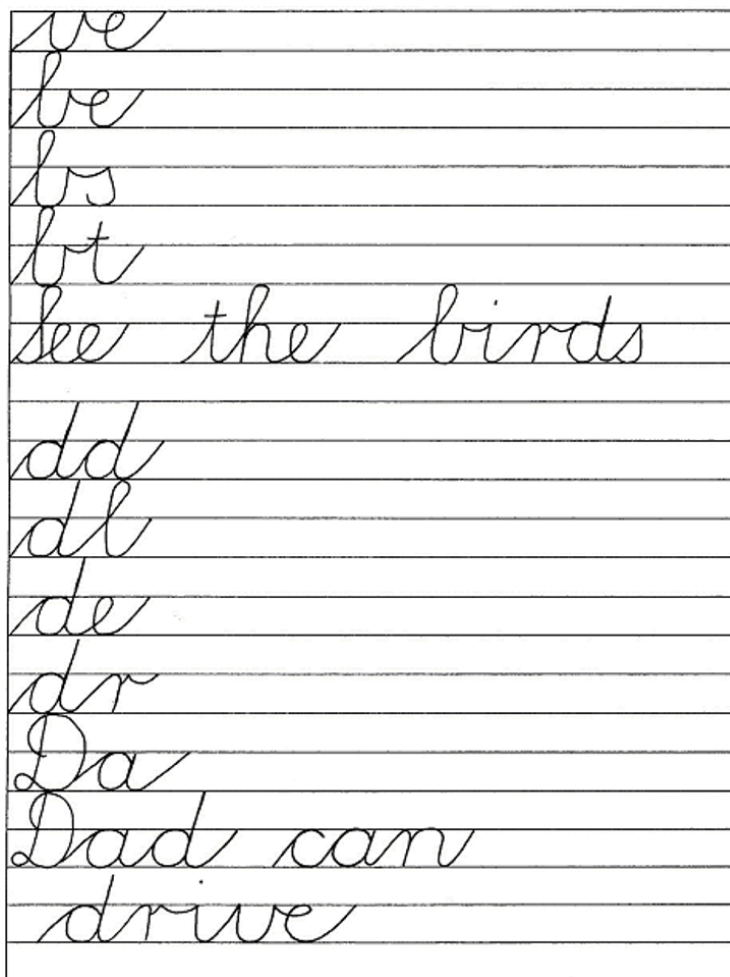


Figure 3.25

LO 4.7.1	
----------	--

Table 3.46

3.9.9 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.6 expresses feelings about the text giving reasons;

Learning Outcome 2: SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner recounts personal experiences and more general news events, and expresses feelings and opinions about them;

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.4 shows sensitivity to the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.10 recognises silent letters;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in sentences;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning;

5.2.2 uses higher order thinking and the language associated with it.

3.10 Jaime's Diary - Day 3¹⁰

3.10.1 ENGLISH HOME LANGUAGE

3.10.2 Jaime's Diary

3.10.3 EDUCATOR SECTION

3.10.4 Memorandum

3.10.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

¹⁰This content is available online at <<http://cnx.org/content/m24261/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.10.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about “Diaries”. We read Jaime’s diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother’s help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with “**ir**”, “**er**” and “**ur**”; words with silent letters “**b**”, “**k**”, “**w**” and “**t**” are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

Jaime’s diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

3.10.6 LEARNER SECTION

3.10.7 Content

- Read

3.10.7.1 Jaime’s Dairy – Day 3

Dear Diary

We had a super cake sale. There were so many goodies to buy. I bought popcorn, fudge, cookies and a juice. Thanks again, Mom!

Mom loves to use the expression “Charity begins at home” and today I really experienced the meaning of that proverb. Not only did Mom live it out with her generous giving of her bus fare, but I too began to understand the meaning of it.

One of my friends, Grace, had no money to spend. Probably she also forgot to tell her mom in time. I felt so sorry for her because I was nearly in the same boat. She looked so lonely and sad. Anyway, I shared my goodies with her. It felt good to share. I also kept Mom some fudge. She was very pleased and guess what she said. Yes! “Charity begins at home!”

Now I am so sleepy!

LO 1.4.4		LO 2.5.4		LO 3.3.1	
----------	--	----------	--	----------	--

Table 3.47

3.10.7.2 More Proverbs

- Read.
- Discuss.
- Draw their pictures.



Figure 3.26

1.	2.
3.	4.

Figure 3.27

Table 3.48

3.10.7.3 Opposites

- Join the opposites.
- Jaime’s Mummy and Daddy taught her

to be	and not
kind	miserable
polite	careless
good	bad
nice	dishonest
hard-working	cruel
honest	mean
unselfish	rude
careful	unkind
sensible	lazy
generous	nasty
cheerful	silly

Figure 3.28

LO 3.5.4	LO 4.5.1	
----------	----------	--

Table 3.49

3.10.7.4 Phonics

- Listen to these words as you read them.

Table 3.51

LO 1.2		LO 3.3.1	
--------	--	----------	--

Table 3.52

- Practise how to join these letters.

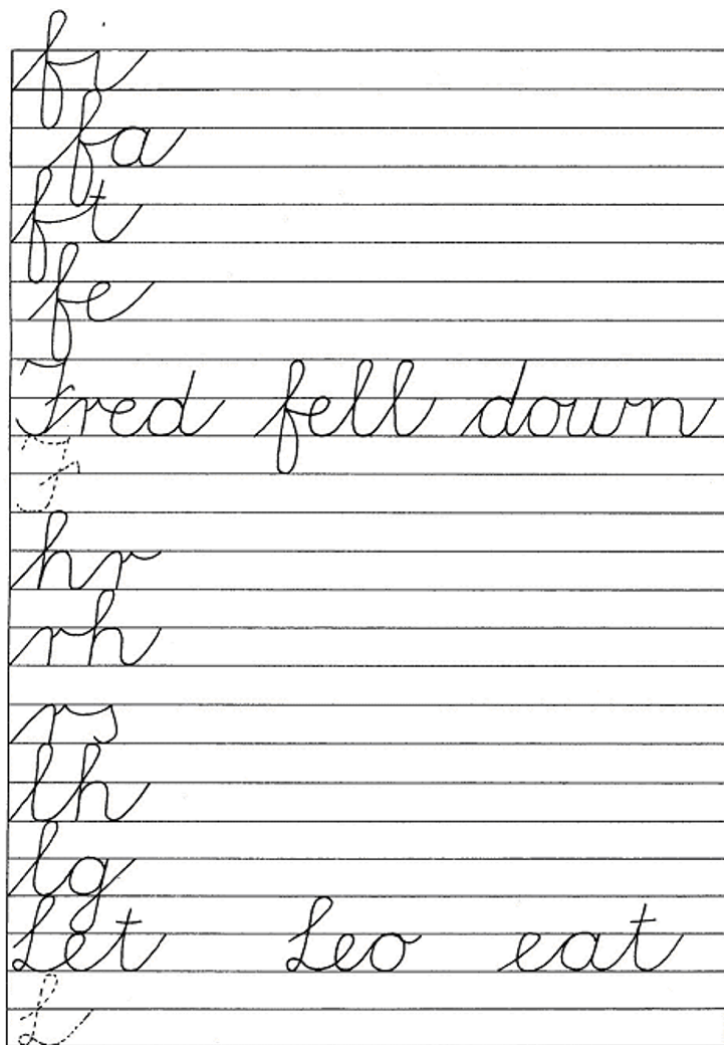


Figure 3.29

LO 4.7.1	
----------	--

Table 3.53

3.10.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrate appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.4 communicates back a sequence of events or ideas in the text;

1.4.7 works out cause and effect in the oral text.;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions;

2.5.3 suggests or elaborate ideas;

2.5.4 shows sensitivity to the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.10 recognises silent letters;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

3.5.9 works with the alphabet;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in sentences;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.7 uses punctuation correctly.

3.11 Jaime's Diary - Day 3 A¹¹

3.11.1 ENGLISH HOME LANGUAGE

3.11.2 Jaime's Diary

3.11.3 EDUCATOR SECTION

3.11.4 Memorandum

3.11.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.11.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about "Diaries". We read Jaime's diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother's help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with "ir", "er" and "ur"; words with silent letters "b", "k", "w" and "t" are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

- Social Justice

Jaime's diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

¹¹This content is available online at <<http://cnx.org/content/m24265/1.1/>>.

3.11.6 LEARNER SECTION

3.11.7 Content

- Can you match the pancakes that Jaime likes to the ones she does not like?

I like I don't like

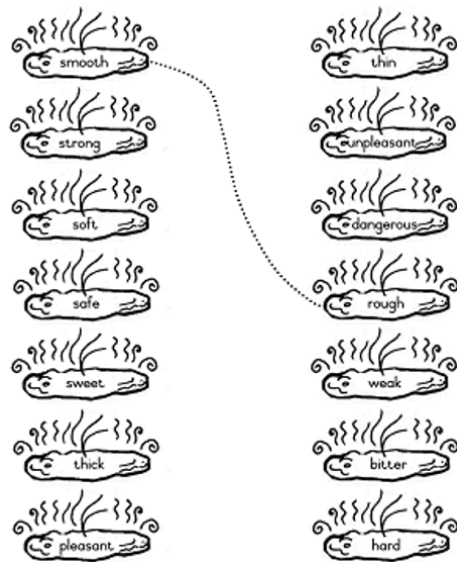


Figure 3.30

- Draw something which is

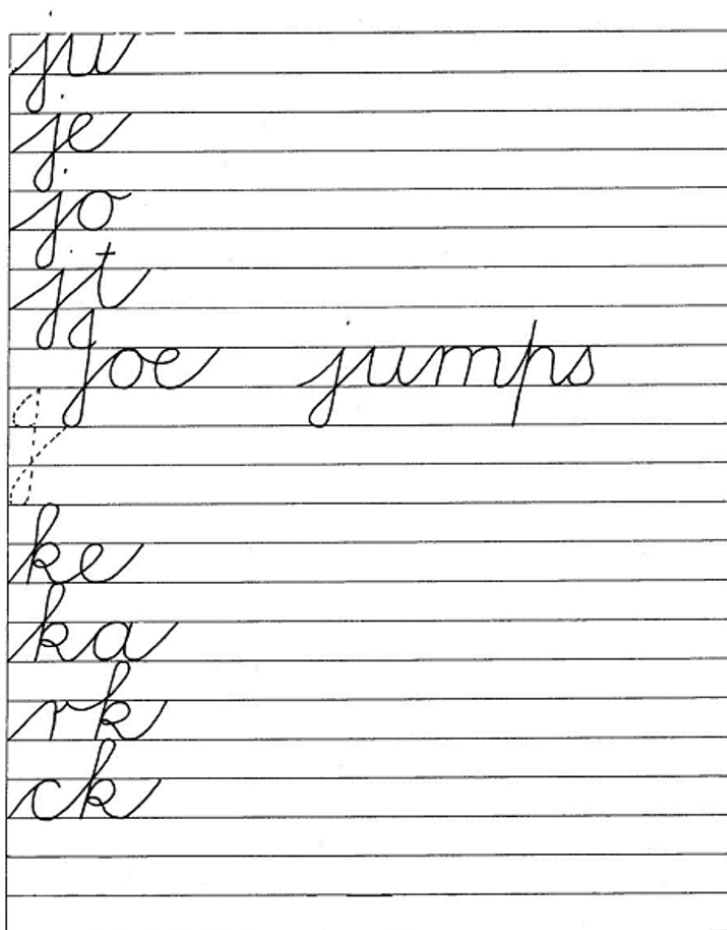
hard	rough	dangerous

Figure 3.31

LO 3.5.4		LO 4.5.1	
----------	--	----------	--

Table 3.54

- Practise how to join these letters.

**Figure 3.32**

LO 4.7.1	
----------	--

Table 3.55

- Practise how to join these letters.

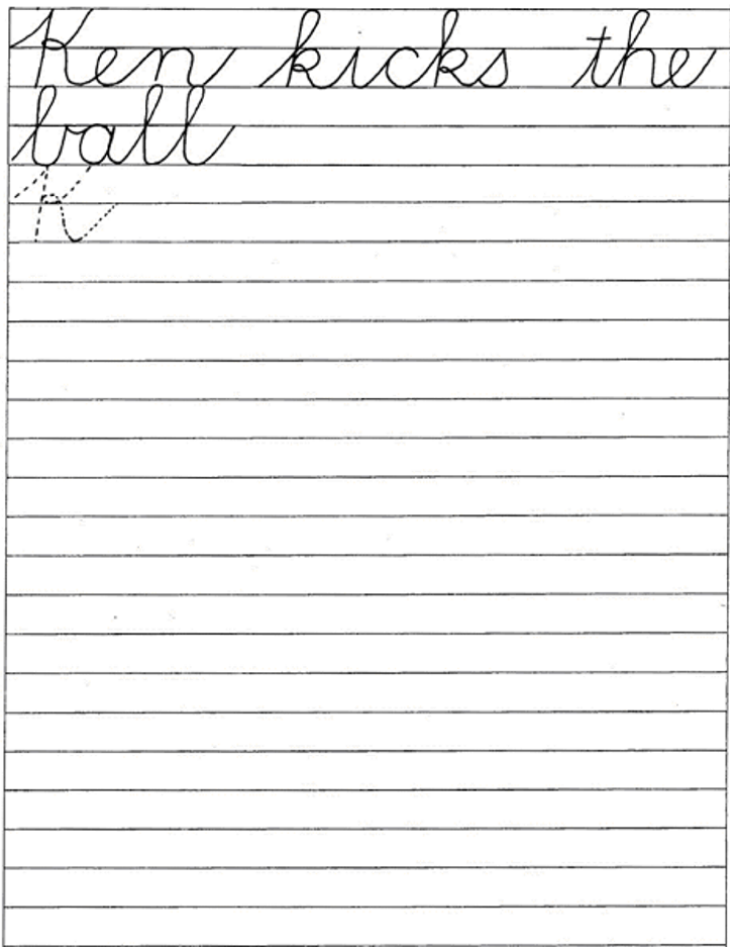


Figure 3.33

LO 4.7.1	
----------	--

Table 3.56

3.11.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:
3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

Assessment Standard 4.7: We know this when the learner writes legibly:
4.7.1 writes with ease and increasing speed as a result of frequent practice.

3.12 Jaime's Diary - Day 3 - Follow instructions¹²

3.12.1 ENGLISH HOME LANGUAGE

3.12.2 Jaime's Diary

3.12.3 EDUCATOR SECTION

3.12.4 Memorandum

3.12.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

3.12.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

This module begins with a piece of factual writing to read about "Diaries". We read Jaime's diary telling us about her feelings regarding her family. She tells us how unselfish her mother was and how she appreciated her mother's help. She tries to live out these qualities and finds it most satisfying.

Activities involve discussing proverbs, opposites and dividing words into syllables. Learners are asked to keep their own diaries for four days and to discuss these with the class.

- Writing: Learners practise difficult cursive letters.
- Phonics: Words with "ir", "er" and "ur"; words with silent letters "b", "k", "w" and "t" are taught in context.

Integration of themes

- Human rights

Children have the right to a happy childhood surrounded by loving family. This however does not always happen. There are reasons why some families are not happy.

¹²This content is available online at <<http://cnx.org/content/m24266/1.1/>>.

- Social Justice

Jaime's diary makes learners aware of people who are lonely, have no friends and especially orphans who have no family. They should also know that they can rely on parents to help them.

3.12.6 LEARNER SECTION

3.12.7 Content

3.12.7.1 Follow these instructions

- Now you can keep a diary for four days.
- Write about the important things you did each day (page 25 to 28).
- Write about how you felt.
- Decide whether you would like to share your diary with a friend.
- Read it to her/him.
- Ask your friend to say what he thinks about your diary.
- Did he/she think it was

interesting?	Yes or No?
exciting?	Yes or No?
meaningful?	Yes or No?
expressive?	Yes or No?
funny?	Yes or No?
well-written?	Yes or No?

Figure 3.34

LO 1.1		LO 2.1		LO 2.3		LO 4.1.1		LO 5.3.5	
--------	--	--------	--	--------	--	----------	--	----------	--

Table 3.57

- Write your own diary.

3.12.7.2 My Diary – Day 1

Dear Diary



Figure 3.35

LO 4.1.2		LO 4.2.1		LO 4.2.3		LO 4.3.1	
----------	--	----------	--	----------	--	----------	--

Table 3.58

- Write your own diary for day 2.
- Read it and make sure you have written all the words correctly.
- Write your own title.



Figure 3.36

LO 4.3.2		LO 4.4.1		LO 4.5.4		LO 4.6.5	
----------	--	----------	--	----------	--	----------	--

Table 3.59

- Write your own diary for day 3.
- Check and see whether you have used full stops, commas, question marks and capital letters correctly.
- Write your title.

**Figure 3.37**

LO 4.2.1		LO 4.2.3		LO 4.3.1		LO 4.4.1	
----------	--	----------	--	----------	--	----------	--

Table 3.60

- Write your own diary for day 4.
- Read your diary to your teacher or to a friend.
- Ask her/him what she/he thinks of it and answer the yes or no questions.
- Write your title.

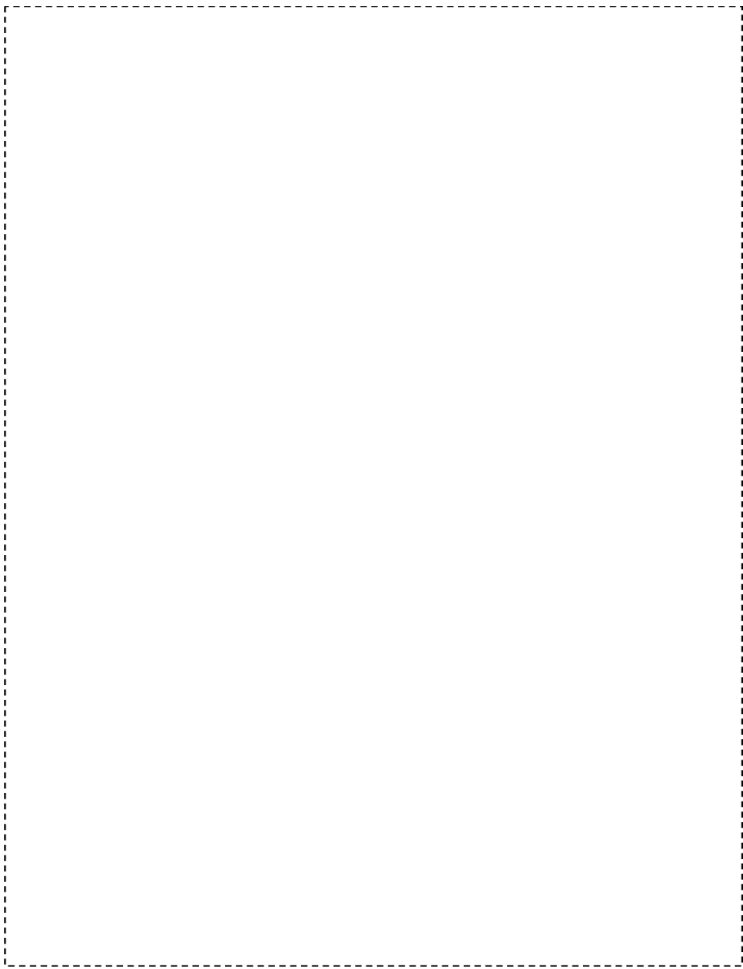


Figure 3.38

LO 4.2.3		LO 4.3.1		LO 6.3.2		LO 6.3.7	
----------	--	----------	--	----------	--	----------	--

Table 3.61

- Practise how to join these letters.

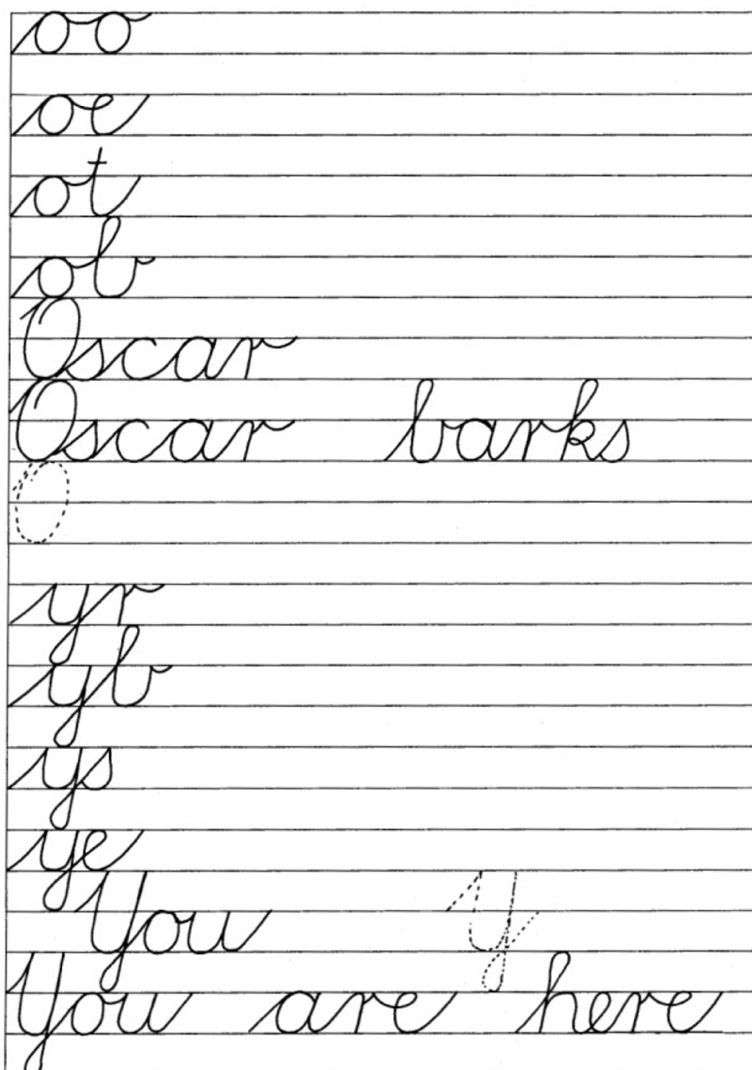


Figure 3.39

LO 4.7.1	
----------	--

Table 3.62

3.12.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively (extending concentration span) and responds to an extended sequence of instructions appropriate to the learner's level;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner recounts personal experiences and more general news events, and expresses feelings and opinions about them;

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation;

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.3 suggests or elaborate ideas;

2.5.7 answers questions and gives reasons for answers.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

4.1.2 begins to plan his/her writing;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes:

4.2.1 selects a text form to suit the purpose and audience (e.g. diary entry to record feelings about an event);

4.2.3 where appropriate writes a title that reflects the content;

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

4.3.2 edits own writing;

Assessment Standard 4.4: We know this when the learner 'publishes' (makes public) own writing:

4.4.1 shares work with others;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.4 uses dictionary to check on spellings and meanings of words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.5 uses narrative structures;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly;

6.3.7 uses punctuation correctly.

Chapter 4

Term 4

4.1 Donald's Diary - Donald's reflections¹

4.1.1 ENGLISH HOME LANGUAGE

4.1.2 Donalds's Diary

4.1.3 EDUCATOR SECTION

4.1.4 Memorandum

4.1.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.1.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

¹This content is available online at <<http://cnx.org/content/m24269/1.1/>>.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “g” as in **gym**, “c” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

4.1.5.2 Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.1.6 LEARNER SECTION

4.1.7 Content

- Read the poem “Donald’s Reflections”.
- Discuss it in class, stressing Donald’s positive attitude.
- What does the title mean?

4.1.7.1 Donald’s Reflections

These things I must remember

And live out day by day

Be honest, cheerful, kind and true

Polite, hard working, too.

It isn’t always easy

When sisters are annoying,

To keep a friendly smile

And walk the second mile.

But, if I try my very best

I know I will succeed,

And make all those around me

Proud of the better me.

G.J.M.

- What is the main idea of this poem?
- Explain the meaning of “to walk the second mile.”
- What will the result be if we all follow Donald’s positive suggestions in the first verse?
- Decorate the page with many happy, cheerful faces.

LO 1.4		LO 1.4.1		LO 1.4.7		LO 2.5	
--------	--	----------	--	----------	--	--------	--

Table 4.1

- Read this page of Donald’s diary silently to yourself.
- Check that you know the meanings of all the words.
- Check that you understand what you are reading.
- Now read it aloud to your teacher.

4.1.7.2 Donald's Diary – Day 1

Dear Diary

I have a problem! I know it is late but I have to find a solution to my problem.

Something terrible happened at school today. Anton is my very best friend. We play rugby together and weekends we visit each other. I really like Anton, BUT – today I saw my best friend taking a game out of Cyril's school bag. I saw him slip it into his shirt! I could not believe my eyes! When he saw me in the passage, he put his fingers to his lips, indicating that I must not say anything.

When everyone began to search for the missing game, I KEPT QUIET and did not utter a sound! I feel terrible! I think I am just as guilty as Anton!

I haven't had a chance to talk to Anton yet. He rushed home after school. I'm not even sure I should confront him. What if he gets cross with me? I like him. I do not want to lose my best friend!

LO 3.2.1		LO 3.3.1	
----------	--	----------	--

Table 4.2

4.1.7.3 Donald's Problem

- Donald has a huge problem!

His best friend, Anton, was dishonest and Donald kept quiet about his dishonesty!

- We have to help Donald solve his problem.
- Divide into groups of 4. Choose a group leader.

1. Discuss Donald's problem.

Ask one another: Why is this a problem for Donald? What did Anton do? What did Donald do? What did Donald not do? How does he feel? How do you think does Anton feel? How do you think does Cyril feel? Discuss what you think could happen if Cyril's father hears about Cyril losing this expensive game?

2. Think up some plans for solving Donald's problem. Write as many plans as you can think of:

1.
2.
3.
4.
5.
6.

3. Discuss the plans and choose which plan you think will solve Donald's problem.

4. Tell the class what you think the best plan is.

- Re-write the rhyme carefully.

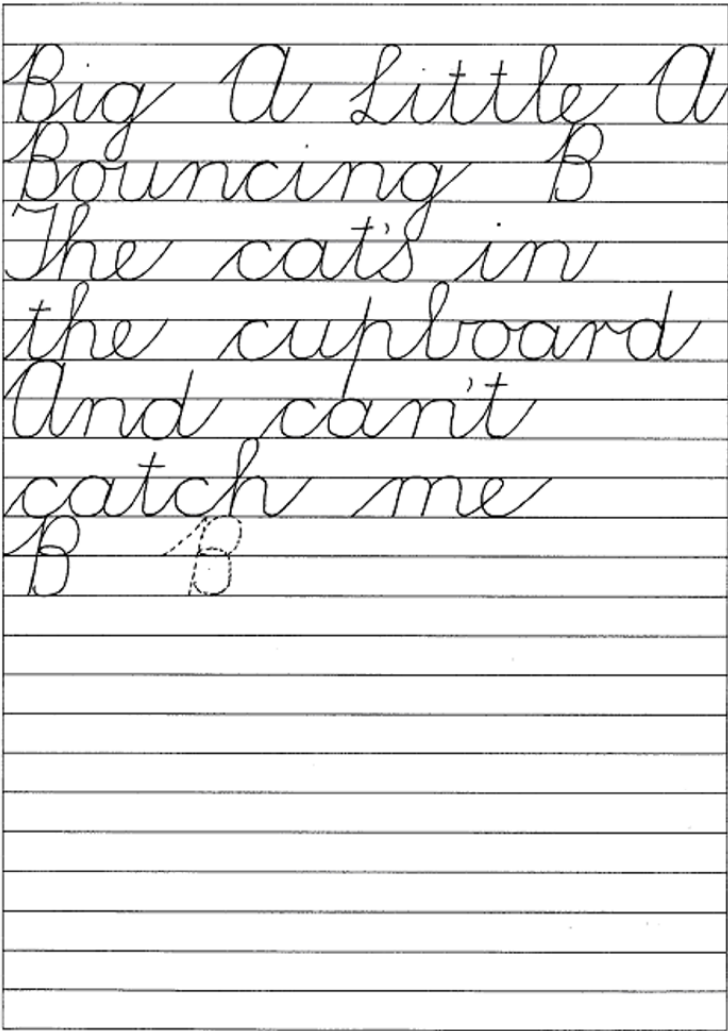


Figure 4.1

LO 4.7.1		LO 4.7.2	
----------	--	----------	--

Table 4.3

4.1.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

- 1.4.1 listens for the topic or main idea;
- 1.4.7 works out cause and effect in the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

4.2 Donald's Diary - Commas²

4.2.1 ENGLISH HOME LANGUAGE

4.2.2 Donald's Diary

4.2.3 EDUCATOR SECTION

4.2.4 Memorandum

4.2.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.2.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace

²This content is available online at <<http://cnx.org/content/m24270/1.1/>>.

namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “**g**” as in **gym**, “**c**” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.2.6 LEARNER SECTION

4.2.7 Content

4.2.7.1 Commas

- Commas are used in the middle of a long sentence, e.g.

Although it rained all night, the dams are not full.

- Remember to use commas instead of and . . . and . . . and . . .

I buy cheese, eggs, milk, bread and tomatoes.

- When you are speaking directly to a person, use a comma after the name, e.g.

Peter, where is your book?

- Rewrite these sentences correctly.

Remember capital letters, full stops, commas and question marks.

1. mom must buy vegetables and meat and eggs and spices and rice

.....

2. may I invite sally and jack and cyril on saturday

.....

3. if I don’t go to school tomorrow I will not get my report

.....

4. we are going to play netball on monday and wednesday and saturday.

5. donald you can not go to durban on sunday you must go to school

LO 6.3.7	
----------	--

Table 4.4

- Read these words. Listen to the “g-sound” in them.
- Learn them.

gym

gem

giraffe

general

age

cage

page

stage

wage

orange

magic

gentle

giant

rage

strange

- Write your own sentences using some of the ‘g-sound’ words.

1.
2.
3.
4.
5.
6.

LO 3.3.1		LO 3.4.2		LO 6.3.2		LO 6.3.7	
----------	--	----------	--	----------	--	----------	--

Table 4.5

4.2.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.2 recognises that the same spelling can represent different sounds;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly;

6.3.7 uses punctuation correctly.

4.3 Donald's Diary - Day 2³

4.3.1 ENGLISH HOME LANGUAGE

4.3.2 Donalds's Diary

4.3.3 EDUCATOR SECTION

4.3.4 Memorandum

4.3.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.3.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

³This content is available online at <<http://cnx.org/content/m24272/1.1/>>.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “**g**” as in **gym**, “**c**” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.3.6 LEARNER SECTION

4.3.7 Content

- Read

4.3.7.1 Donald’s Diary – Day 2

Dear Diary

Today was another bad day. I was angry, upset and unfriendly.

We practised rugby and I was determined to talk to Anton. Then I became frightened. I really don’t know what to do. I do not want to start a fight with my best friend.

I could tell my father what happened. I could tell my teacher. Should I speak to Anton and tell him to return Cyril’s game?

Or should I tell Cyril that Anton took his game? These are my options, but I still don’t know what I should do. I can’t think straight! My thoughts just go round and round in my head. I can’t concentrate on my schoolwork!

Mom saw something was wrong when I said I didn’t want any pancakes. She thought I was ill and threatened to give me some medicine! Oh please!

Well, all I know is I can’t carry on like this. I will have to decide on a plan of action soon. It is now or never!!

LO 2.5.4		LO 3.2.1		LO 3.3.1	
----------	--	----------	--	----------	--

Table 4.6

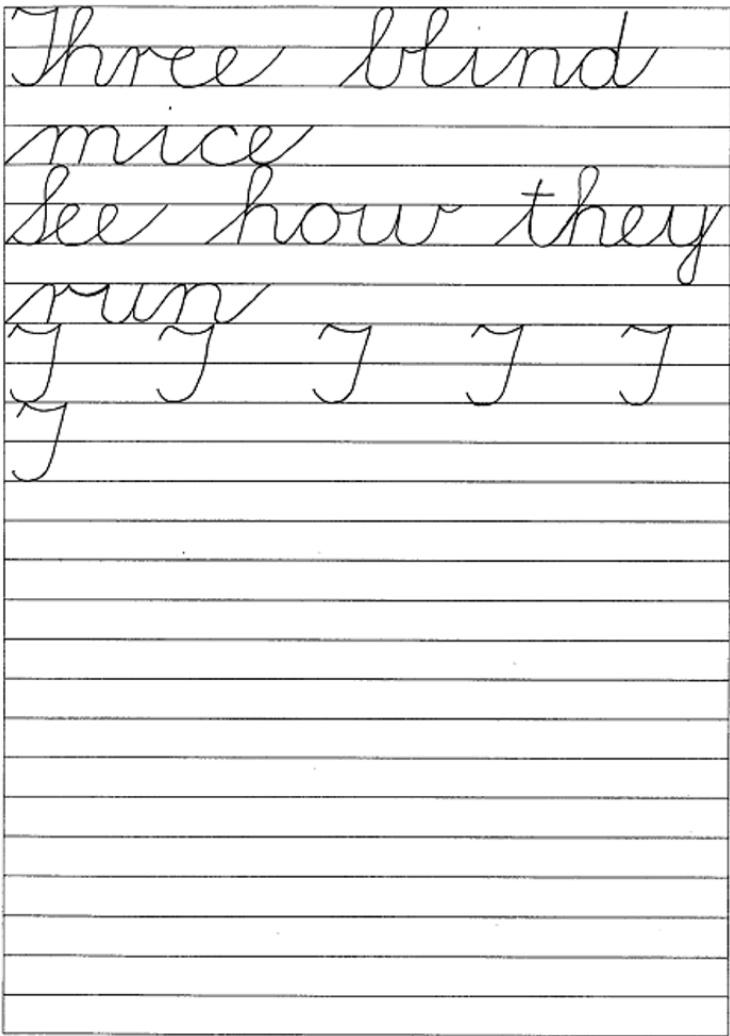


Figure 4.2

LO 4.7.1	LO 4.7.2	
----------	----------	--

Table 4.7

4.3.7.2 Donald’s Plans

- Plan 1: He will speak to his father.
- Write the dialogue between Donald and his father saying what plan his father came up with.

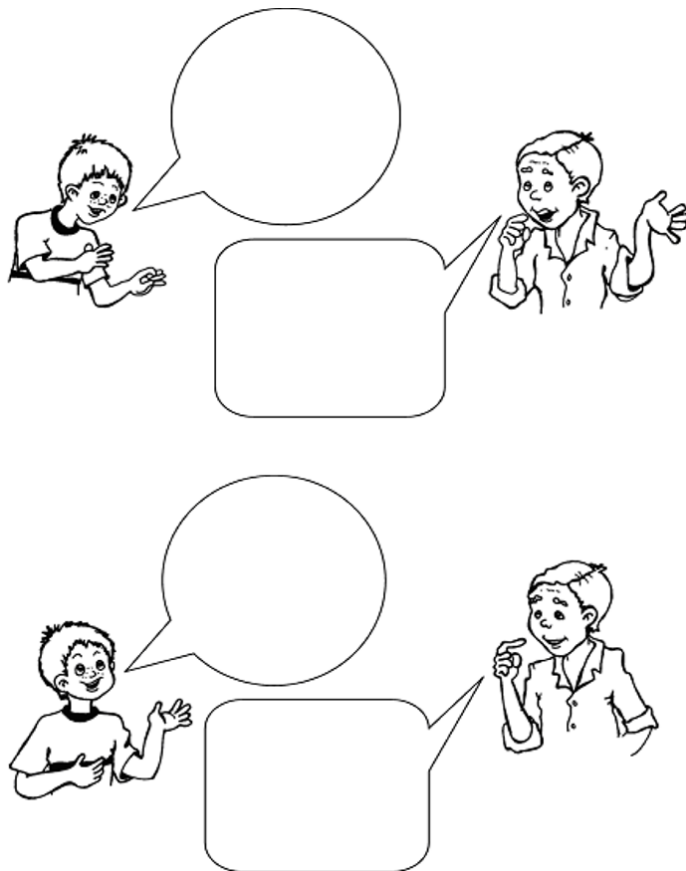


Figure 4.3

- Read it to the class.
- What were their comments?

LO 4.2.2		LO 4.3.3		LO 6.3.6	
----------	--	----------	--	----------	--

Table 4.8

4.3.7.3 Plan 2: Donald tells his teacher.

- Write the dialogue between Donald and his teacher, saying what plan his teacher came up with.

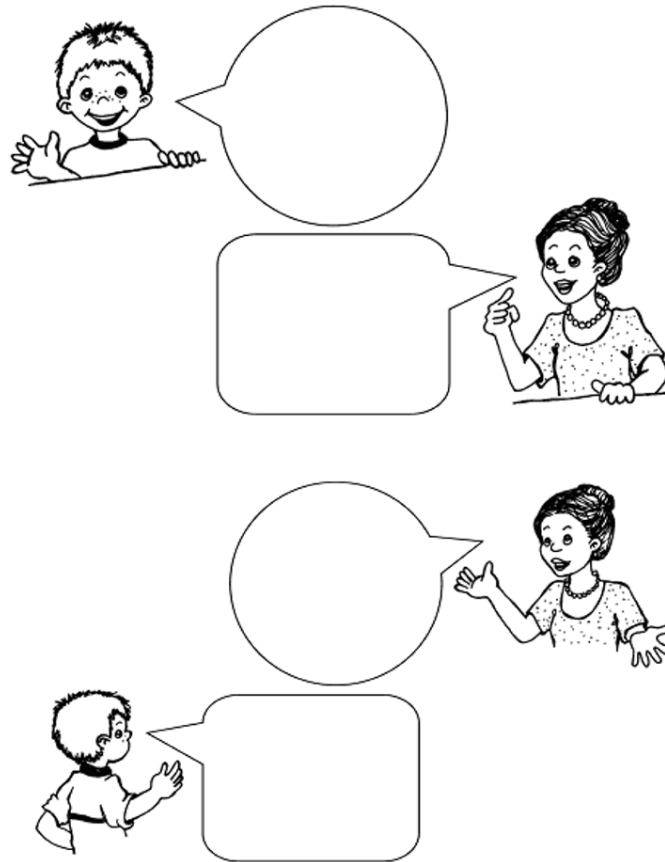


Figure 4.4

- Read it to the class.
- What were their comments?

LO 4.2.2		LO 4.3.3		LO 4.5.1	
----------	--	----------	--	----------	--

Table 4.9

4.3.7.4 Plan 3: Donald tells Cyril.

- Write the dialogue.
- What do you think Cyril would have said?

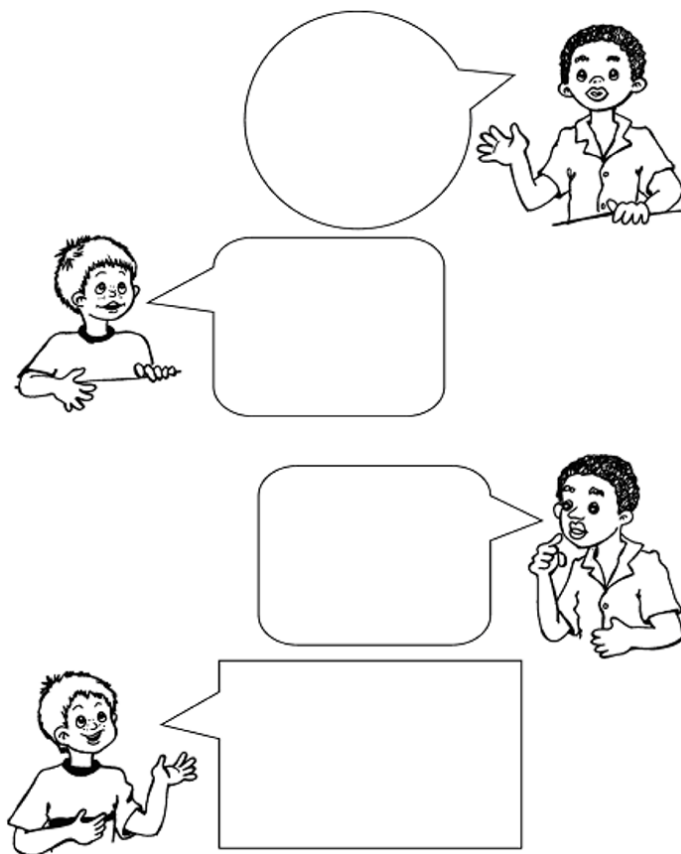


Figure 4.5

- Read it to the class.
- What were their comments?

LO 4.2.2	LO 4.3.3	
----------	----------	--

Table 4.10

4.3.7.5 Plan 4: Donald speaks to Anton.

- Write the dialogue.
- How do you think Anton would react?

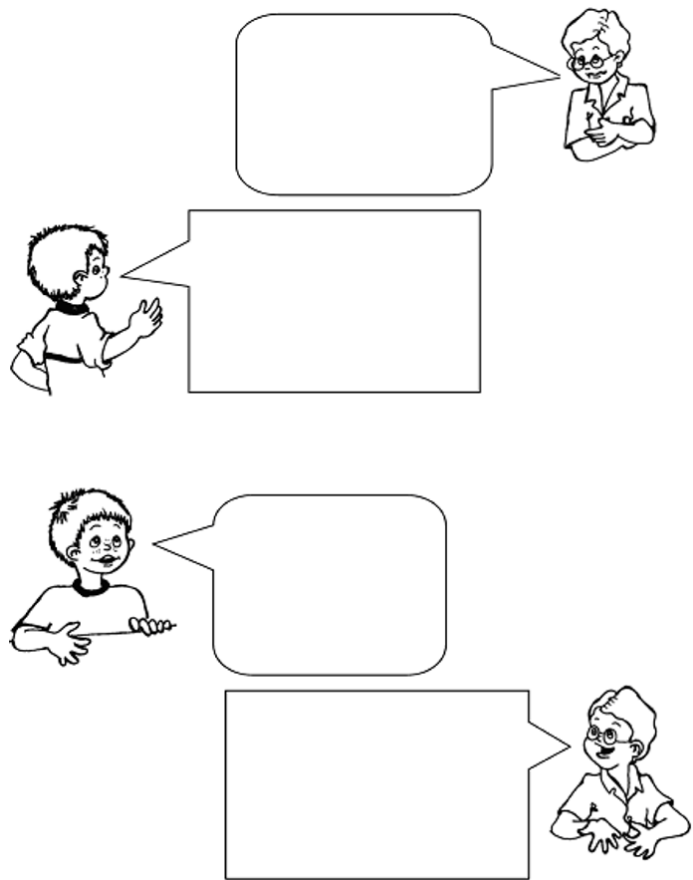


Figure 4.6

- Read it to the class.
- What were their comments?

LO 4.2.2		LO 4.3.3		LO 4.5.2		LO 6.3.2	
----------	--	----------	--	----------	--	----------	--

Table 4.11

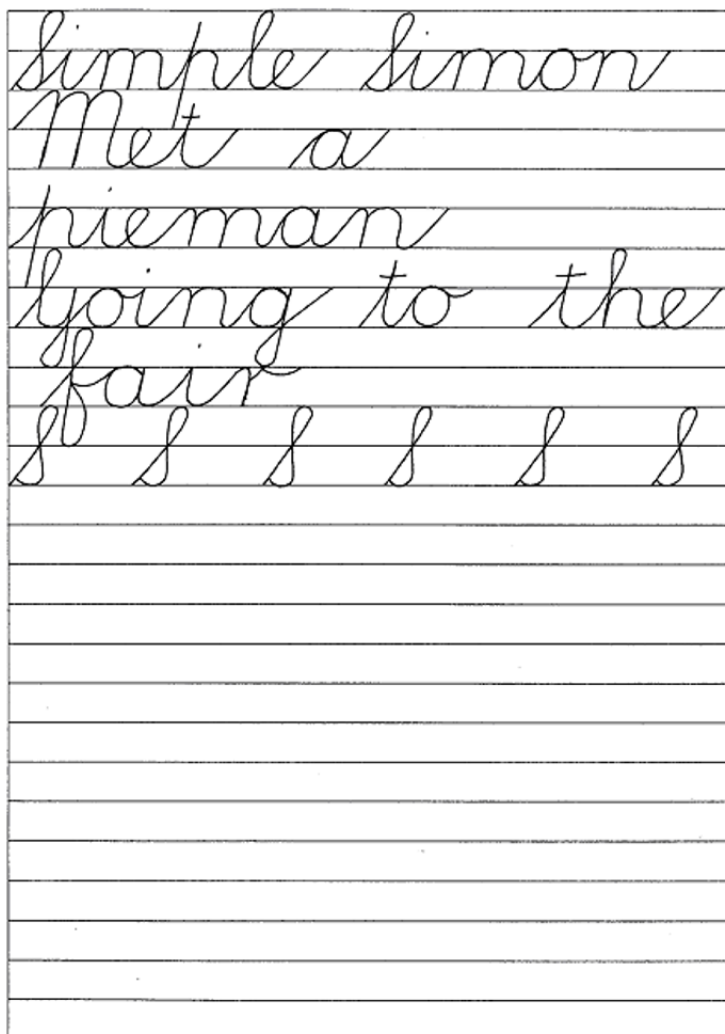


Figure 4.7

LO 4.7.1	LO 4.7.2
----------	----------

Table 4.12

4.3.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.4 shows sensitivity of the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.2 writes a selection of short texts for different purposes, e.g. dialogues;

Assessment Standard 4.3: We know this when the learner revises his/her writing,

4.3.3 discusses own writing after getting feedback from others;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

4.5.1 varies vocabulary for interest and specific purposes;

4.5.2 experiments with and manipulates words form stories, reading, media, jokes, oral language of friends and others;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly;

6.3.6 identifies and correctly uses noun, pronouns, adjectives, verbs, adverbs and prepositions.

4.4 Donald's Diary - Opposites⁴

4.4.1 ENGLISH HOME LANGUAGE

4.4.2 Donalds's Diary

4.4.3 EDUCATOR SECTION

4.4.4 Memorandum

4.4.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

⁴This content is available online at <<http://cnx.org/content/m24273/1.1/>>.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.4.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “g” as in **gym**, “c” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.4.6 LEARNER SECTION

4.4.7 Content

4.4.7.1 Opposites

- Find their opposites.

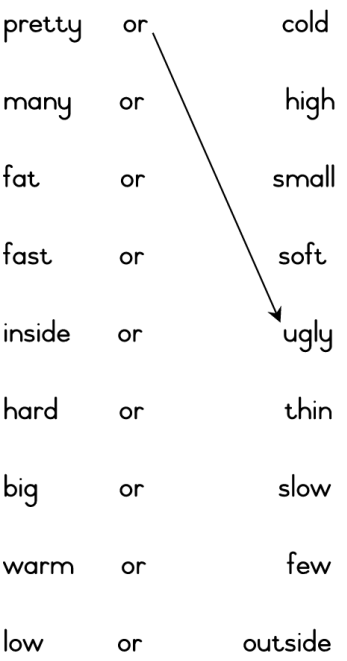


Figure 4.8

- Test your friend to see whether he/she can say all the opposites.

How many do you know?

- Choose one and colour it.



Figure 4.9

I know them all. I know some. Oops!

LO 3.5		LO 3.5.6	
--------	--	----------	--

Table 4.13

- Divide into small groups.

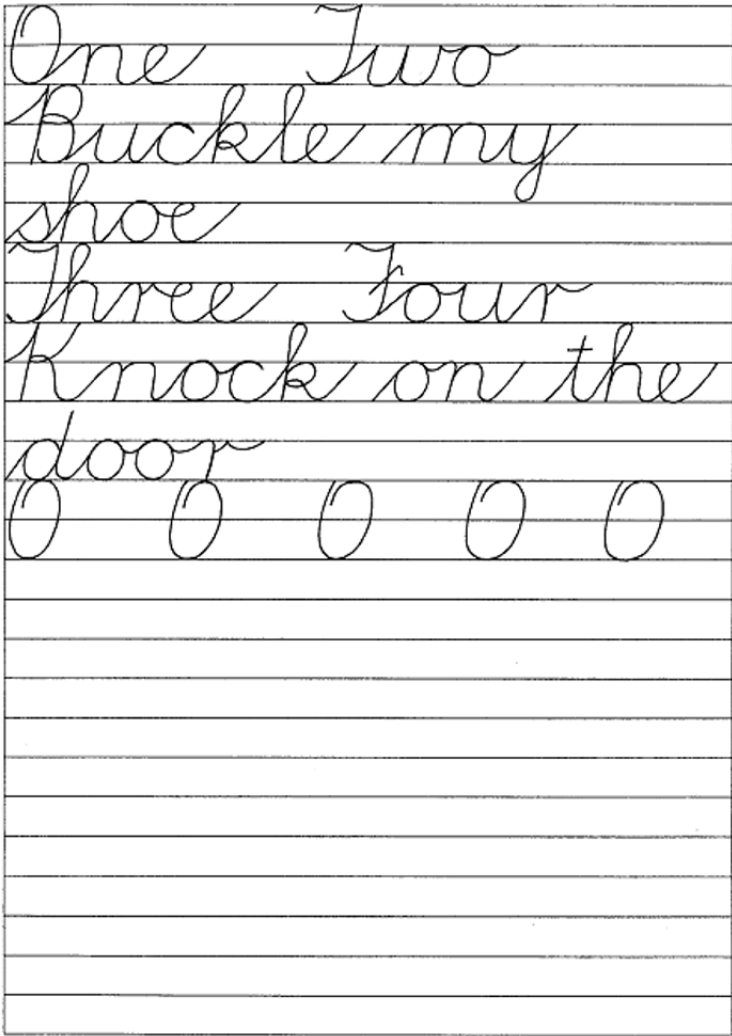


Figure 4.10

LO 4.7.1		LO 4.7.2	
----------	--	----------	--

Table 4.15

- Read these words. Listen to the “c-sound” in them.
- Learn them.

city
certain
cycle
pencil
circle

ice
mice
nice
prince
dance
slice
rice
price
twice
dice
face
space
lace
race
ace

- Which word means

something to write with =
 something you like =
 frozen water =
 your nose is on it =
 not only once =
 something to ride =
 a king's son =

LO 3.5.6		LO 4.5.5	
----------	--	----------	--

Table 4.16

4.4.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.6 expresses feelings and gives reasons;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner recounts personal experiences and more general news events, and expresses feelings and opinions about them;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment;

3.5.6 plays word games that draw on reading vocabulary knowledge and skills;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

4.5.2 experiments with and manipulates words form stories, reading, media, jokes, oral language of friends and others;

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning.

4.5 Donald's Diary - Day 3⁵

4.5.1 ENGLISH HOME LANGUAGE

4.5.2 Donalds's Diary

4.5.3 EDUCATOR SECTION

4.5.4 Memorandum

4.5.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.5.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

⁵This content is available online at <<http://cnx.org/content/m24275/1.1/>>.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “g” as in **gym**, “c” as in **city**, and doubles such as “bb”, “tt”, “ff”, and “dd” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.5.6 LEARNER SECTION

4.5.7 Content

- Read

4.5.7.1 Donald’s Diary – Day 3

Dear Diary

I am feeling very relieved!

I decided to discuss my problem with my father. He gave me excellent advice. He agreed that something had to be done and although Anton was my best friend, it was dishonest of me not to help solve the problem.

I spoke to Anton as my father suggested. Anton realised that he had made a big mistake. He said he only wanted to play with the game and was going to put it back into Cyril’s suitcase, but things didn’t work out like that.

Well – to cut a long story short, Anton told Cyril himself. He admitted taking the game. He apologised, returned the game to Anton and they both went to explain the situation to our teacher. The problem is solved!! I am so glad because I knew I could not remain silent any longer.

Thank you, Dad – I knew you would help! I am so thankful for such understanding parents. I know I can discuss all my problems with them. I am also thankful for having such super friends. Tomorrow I am spending the day with Anton and Cyril. Now I am so sleepy! Goodnight!

LO 2.8		LO 3.2.1	
--------	--	----------	--

Table 4.17

- Read these questions and discuss them in the class.
- Then write your own answers.

1. What kind of person is Donald? Give your reasons.

.....

.....

2. Why is it a good idea to discuss your problems with your parents?

.....

.....

3. Discuss why Donald felt guilty?

.....

.....

4. What are your feelings about the way Donald handled his problem?

.....

 5. Would you have done the same or would you have handled the problem differently?

LO 2.5.7		LO 2.8		LO 4.1.1		LO 4.5	
----------	--	--------	--	----------	--	--------	--

Table 4.18

- Write a story about a quarrel you and your best friend had.
- Give it a title.

(First part) Tell us about your friend – Why do you like him/her? What do you do together? etc.

.....

(Middle part) Tell us why you quarrelled; how you felt; how your friend felt; etc.

.....

(Last part). Tell us how you became friends again; how you feel now; what you and your friend are going to do to remain best friends; etc.

.....

- Read through the sentences you wrote. Check on capital letters, full stops, commas and spelling.

LO 4.1.2		LO 4.2		LO 4.3		LO 6.4.1	
----------	--	--------	--	--------	--	----------	--

Table 4.19

- Re-write your story as correctly as you can.
- Ask them to comment on your story.

Title

This image shows a full page of dot grid paper. The background is white, and it is covered with a regular pattern of small, light gray dots. The dots are arranged in straight horizontal and vertical lines, creating a grid of small squares across the entire page. There are no margins, text, or other markings present.

LO 4.2.3		LO 4.3		LO 4.3.2		LO 4.6.5
----------	--	--------	--	----------	--	----------

Table 4.20

4.5.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions; 2.5.7 answers questions and gives reasons for answers;

Assessment Standard 2.8: We know this when the learner engages in conversation as a social skill.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

4.1.2 begins to plan his/her writing;

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.3 where appropriate, writes a title that reflects the content;

Assessment Standard 4.3: We know this when the learner revises his/her writing,

4.3.2 edits own writing;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.5 uses narrative structure;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner works with texts:

6.4.1 links sentences to form paragraphs, maintaining consistency in use of tenses.

4.6 Donald's Diary - Doubles⁶

4.6.1 ENGLISH HOME LANGUAGE

4.6.2 Donald's Diary

4.6.3 EDUCATOR SECTION

4.6.4 Memorandum

4.6.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

⁶This content is available online at <<http://cnx.org/content/m24278/1.1/>>.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.6.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “g” as in **gym**, “c” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.6.6 LEARNER SECTION

4.6.7 Content

4.6.7.1 Doubles

- Learn these words with a double “b”:

pebble, bubble, hobble, gobble, scribble

- Fit them into the correct sentences.

1. The child blew a
2. I found this on the shore.
3. I can hear the geese
4. Look at the old man down the road.
5. She does not want us to in our books.

- Learn these words with a double “t”:

bottle
 rattle
 kettle
 battle
 little

LO 3.3.1		LO 3.4.11		LO 4.5.6	
----------	--	-----------	--	----------	--

Table 4.21

- Write your own sentences with the double “t” words.

1.

 2.

 3.

 4.

 5.

LO 3.4.11		LO 4.5		LO 4.5.5		LO 6.3.7	
-----------	--	--------	--	----------	--	----------	--

Table 4.22

- Know your alphabet.
- Fill in the missing letters of the alphabet.

a,, c,,, f,,, i, j,
,, m,,,, q,
,, t,,, w, x,,

- What comes before and after?

....., e,, s,,
 b.....,, m,, k,
, w,

- Write these words in alphabetical order.

1. house, room, snake, book.

 2. lady, baby, aunt, uncle, cousin.

 3. orange, apple, peach, banana, pear.

LO 3.5.6	
----------	--

Table 4.23

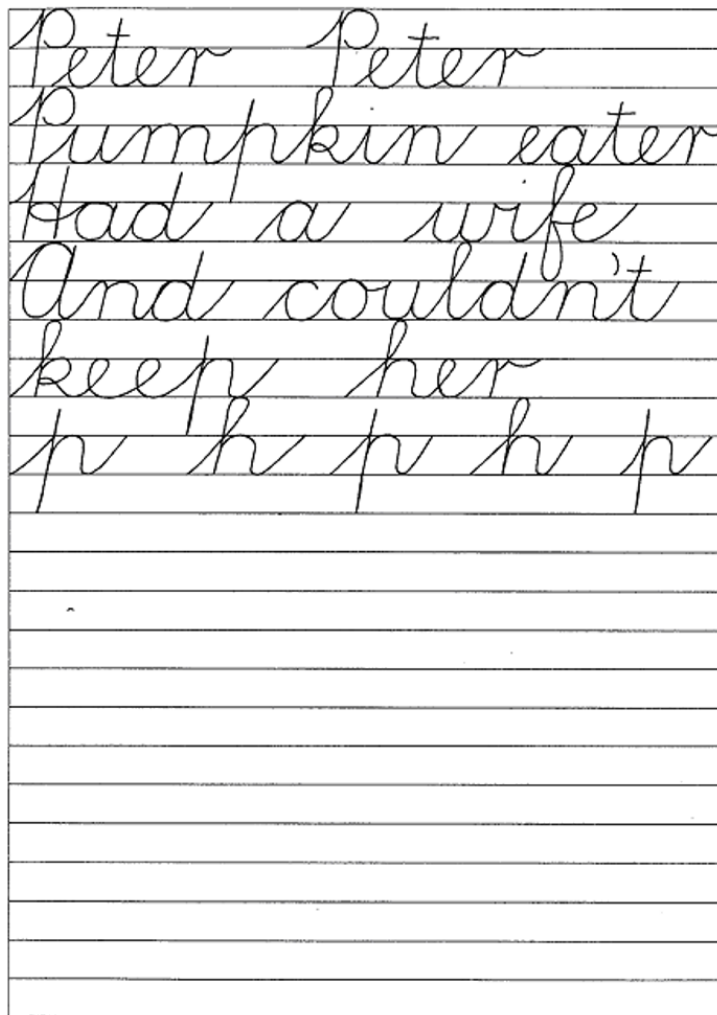


Figure 4.11

LO 4.7.1	
----------	--

LO 4.7.2	
----------	--

Table 4.24

- Fit these words into the correct spaces.

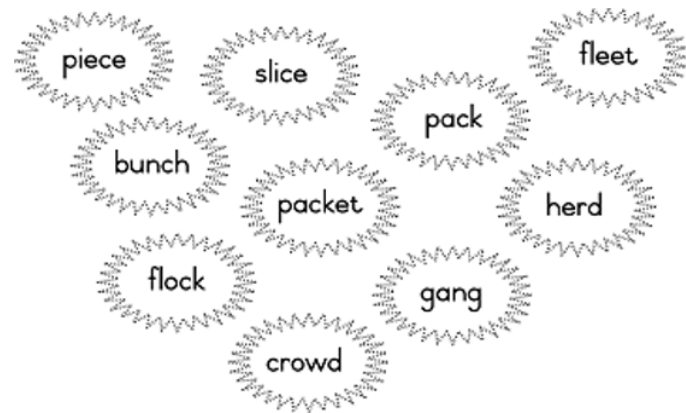


Figure 4.12

- a of robbers;
 - a of flowers;
 - a of cards;
 - a of paper;
 - a of people;
 - a of cattle;
 - a of cake;
 - a of ships;
 - a of birds;
 - a of sweets;
- Choose “a” or “an”.
- box;
 - elephant;
 - horse;
 - giraffe;
 - egg;
 - animal;
 - train;
 - ostrich.

LO 3.5.6	
----------	--

Table 4.25

- Read and think.

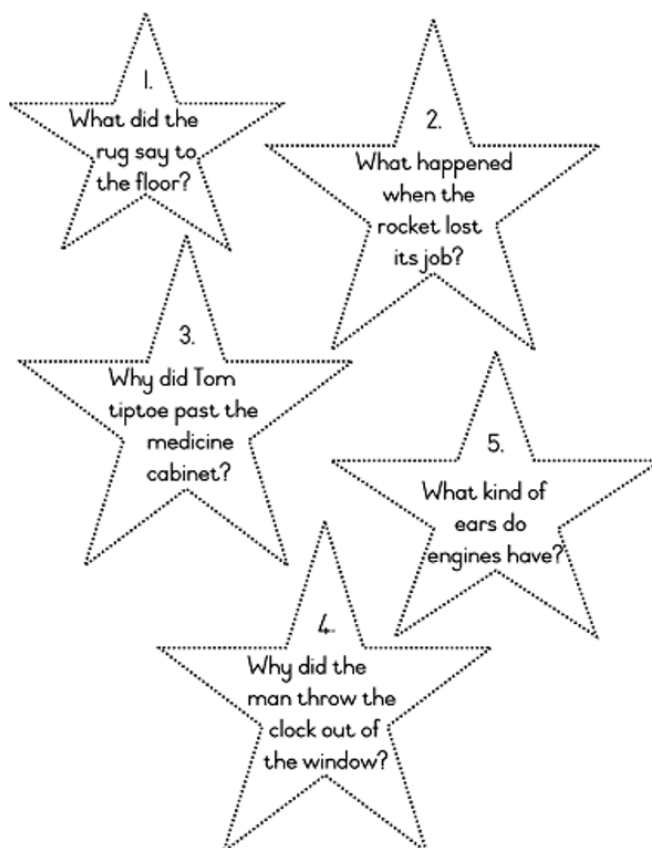


Figure 4.13

Answers:

1. Don't move, I've got you covered.
2. I got fired.
3. He did not want to wake the sleeping pills.
4. He wanted to see time fly.
5. Engineers.

LO 1.4.5		LO 1.5		LO 3.5		LO 3.3.1	
----------	--	--------	--	--------	--	----------	--

Table 4.26

4.6.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding::

1.4.5 answers questions about the oral text;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning;

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge;

3.4.11 recognises double consonants followed by “le”;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment;

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in sentences;

Assessment Standard 4.7: We know this when the learner writes legibly::

4.7.1 writes with ease and increasing speed.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.7 uses punctuation correctly.

4.7 Donald’s Diary - My diary Day 1⁷

4.7.1 ENGLISH HOME LANGUAGE

4.7.2 Donalds’s Diary

4.7.3 EDUCATOR SECTION

4.7.4 Memorandum

4.7.5 For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

⁷This content is available online at <<http://cnx.org/content/m24279/1.1/>>.

4.7.5.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

Several positive attitudes are stressed in the poem and learners are given the opportunity to discuss these.

We read about the social dilemma Donald finds himself in. With problem solving techniques and strategies the learners help him to come to a decision.

Learners practise writing dialogues and their open diaries.

Learners begin to plan their stories, edit them and rewrite the final text.

Words are arranged alphabetically and riddles are read.

- Writing: Learners practise cursive writing by copying short rhymes.
- Phonics: Words with “**g**” as in **gym**, “**c**” as in **city**, and doubles such as “**bb**”, “**tt**”, “**ff**”, and “**dd**” are taught.

Integration of themes

- Social Justice

Donald’s problems makes him realise his parents are there to help. Learners learn about such attitudes as loyalty, honesty and trust irrespective of who their friends are.

Donald shows them the correct social behaviour and positive attitudes which they must adopt.

4.7.6 LEARNER SECTION

4.7.7 Content

- Keep your own diary for two days.

4.7.7.1 My Diary – Day 1

.....

.....

.....

.....

.....

.....

.....

.....

4.7.7.2 My Diary – Day 2

.....

.....

.....

.....

.....

.....

.....

LO 4.3.2		LO 4.3.3		LO 5.3.6		LO 6.3.2	
----------	--	----------	--	----------	--	----------	--

Table 4.27

- Learn these words with a double “f”:

ruffle, waffle, baffle, raffle,

- Complete the sentences with double “ff” words:

1. I eat my with ice-cream.
2. Take a ticket for this.....
3. I do not like you to my hair.
4. Do not let this puzzleyou.

- Learn these words with a double “d”:

muddle, puddle, meddle, middle, fiddle

LO 3.4.10		LO 3.5.6		LO 4.5.6	
-----------	--	----------	--	----------	--

Table 4.28

- Make up your own sentences. Use a dictionary to find out what they mean.

1.

2.

3.

4.

5.

LO 3.5.4		LO 4.5.4		LO 4.6.2	
----------	--	----------	--	----------	--

Table 4.29

- See how many words you know.
- Fill in doubles: , , or , , or

ra.....le
 ca.....e
 ity
 bu.....le
 entle
 pen.....il
 pe.....le
 wa.....le
 twi.....e
 oran.....e
 scri.....le
 ca.....le
 pri.....e
 eneral
 go.....le
 sa.....le
 iant
 ma.....ic
 li.....le
 bo.....le

- Ask a friend to see whether they are correct.
- Choose one and colour in.

More than 17 correct!! Between 10 and 16 correct. Oops!

LO 4.5.5	
----------	--

Table 4.30

4.7.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.11 recognises double consonants followed by “le”;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

3.5.6 plays word games that draw on reading vocabulary knowledge and skills;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.2 edits own writing;

4.3.3 discusses own writing after getting feedback from others;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently;

4.5.4 uses dictionary to check on spellings and meanings of words;

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

4.5.6 uses knowledge of phonics and spelling rules to fill in the correct word in sentences;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.6 summarises information and presents it in an appropriate way.

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.2 uses subject-verb agreement correctly.

4.8 Long, long Ago - Wishes⁸

4.8.1 ENGLISH HOME LANGUAGE

4.8.2 Long, long ago

4.8.3 EDUCATOR SECTION

4.8.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.8.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

⁸This content is available online at <<http://cnx.org/content/m24280/1.1/>>.

Learners themselves write an ending to the story.
More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

4.8.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophies occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.8.5 LEARNER SECTION

4.8.6 Content

- Listen.
- Read and learn the poem.
- Decorate the page.

4.8.6.1 Wishes

I wish, I wish that I could be

The wind up in the tree
I'd push myself through keyholes small
And join their tea parties.

I wish, I wish that I could be
Inside a bubble of air,
And rise above the mountains high,
And drift from here to there.

I wish, I wish that I could be
A kite up in the sky,
I'd see the rooftops in the towns,
And watch the stars up high.

G.J.M

How well did you listen?

1. Tell the teacher what the poet is saying in each verse.
2. How do you feel about these three wishes? Why?
3. Divide into small groups and discuss what else you could do if you were the wind? Inside an air bubble? A kite up in the air?

LO 1.4.2		LO 1.4.5		LO 1.4.6		LO 1.4.7		LO 2.5	
----------	--	----------	--	----------	--	----------	--	--------	--

Table 4.31

4. Try and write your own “wishing” poem.

Begin with

“I wish, I wish that I could be

.....

.....

.....

.....

.....

.....

.....

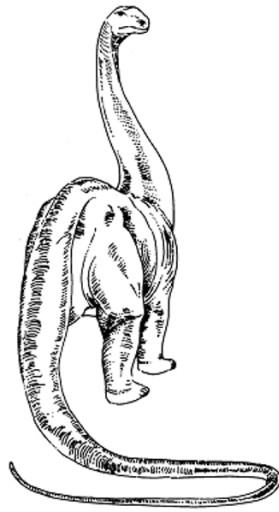
5. Read it to the class.

LO 1.4		LO 2.2		LO 2.5.8	
--------	--	--------	--	----------	--

Table 4.32



Pterosaur



Brontosaurus



Diplodocus

Figure 4.14



Stegosaurus



Tyrannosaurus Rex



Triceratops

Figure 4.15

- Read these instructions.

1. Listen attentively and concentrate on the information as your teacher reads the next pages to you. Refer to the pictures on previous pages.
2. Make sure you know what the main idea is about.
3. Also listen for details such as: When did these events occur? What did the characters look like? What were they called? etc.
4. If there are doubts in your mind, have your questions ready to ask afterwards.
5. Perhaps you have seen a film on this topic. You will be able to take part in the discussions afterwards.
6. Think about your feelings as your teacher reads the information.
7. Most importantly, listen to the descriptions, expressions and the comments made by your classmates.

LO 1.1	LO 3.2.3	
--------	----------	--

Table 4.33

4.8.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively and responds to an extended sequence of instructions appropriate to the learner's level;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

- 1.4.2 listens for details;
- 1.4.5 answers questions about the oral text;
- 1.4.6 expresses feelings about the text giving reasons;
- 1.4.7 works out cause and effect in the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

- 2.5.8 gives constructive feedback to others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.

4.9 Long, long Ago - Long, long Ago⁹

4.9.1 ENGLISH HOME LANGUAGE

4.9.2 Long, long ago

4.9.3 EDUCATOR SECTION

4.9.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

⁹This content is available online at <<http://cnx.org/content/m24284/1.1/>>.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.9.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

4.9.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophes occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.9.5 LEARNER SECTION

4.9.6 Content

- Look at the words and point to them as your teacher reads this information.
- Listen attentively to the strange names, what they mean and how to pronounce them.

4.9.6.1 Long, long, long ago

It was SO long ago

not a hundred,

not a thousand,

not a million,

but many many millions of years ago that different kinds of dinosaurs lived on the earth.

The word "dinosaur" means "terrible lizard".

They roamed the earth in search of food.

Some of them were plant-eaters (herbivores) and others were meat-eaters (carnivores). The plant-eaters, like the Brontosaurus, Diplodocus, Stegosaurus and the Triceratops ate the leaves of ferns, bushes and trees. The meat-eaters like the ferocious Tyrannosaurus Rex hunted the plant-eaters and their young.

"Brontosaurus" means "thunder lizard", probably because it was so big and tall that when it moved it sounded like thunder.

The Brontosaurus had a large body with a long, strong swishing tail. It's neck was long and thin and it's head was small.

The Diplodocus was enormous and looked something like the Brontosaurus.

The Stegosaurus had rows of spikes on it's back. The spikes went all the way down to the tip of his powerful tail. Four sharp horns grew from the tip of his tail. This was used to lash out at an attacking animal. The Stegosaurus was a slow-moving dinosaur. It's neck was short and it fed on the low leaves of ferns and bushes.

The Triceratops had strong horns on it's forehead and one on the end of it's nose. Around the neck was a large bony frill to protect it's shoulders. When a Tyrannosaurus Rex threatened their young the Triceratops would close ranks, form a circle with their young in the middle and facing outwards, they would attack and ward off the enemy.

Tyrannosaurus Rex means "king of the tyrant reptiles". It was the largest, fiercest meat-eating dinosaur. It was about as long as four cars, as tall as the tallest giraffe, and had long sharp teeth. It could run very fast on its powerful back legs. Its front legs were thin and short and probably only used to grip its prey .

Most dinosaurs were protected by tough skins covered in scales. Some dinosaurs were small but could run very fast.

The rivers and seas were filled with many kinds of fierce reptiles and fish-like creatures. They had to come up to the surface for air. They came out of the water and laid their eggs on the shore.

At that time there were also many kinds of flying reptiles. Some were small and others were large. The Pterosaurus had no feathers and a long beak with teeth inside. "Pterosaurus" means "winged lizard". Some flying reptiles had very long tails. Their eyesight was good so that they could spot food in the water or on the ground.

LO 3.3.1	
----------	--

Table 4.34

For you to do:

- Ask questions about anything you do not understand.
- Read "Long, long ago" to a friend.
- Read it to your teacher.

LO 1.2		LO 1.4		LO 1.4.2	
LO 1.4.7		LO 2.5		LO 2.5.7	
				LO 3.3.1	

Table 4.35

- Answer the questions on “Long, long ago” on p. 5 and do the following activities.
1. Look up these words in the dictionary. Write down their meanings.
 - ferocious :
 -
 - enormous :
 -
 - threaten :
 -
 - tyrant :
 -
 2. Read through the story again and find another word which means the same as:
 - ferocious
 - enormous
 - powerful
 - plant-eaters
 - meat-eaters
 - thunder lizard

LO 3.5.4		LO 3.5.5		LO 4.5.5	
----------	--	----------	--	----------	--

Table 4.36

4.9.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by asking questions and commenting on that which was heard;

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

1.4.2 listens for details;

1.4.7 works out cause and effect in the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

2.5.7 makes oral presentations;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner makes meaning of written text:

3.3.1 reads a printed text fluently and with understanding;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

3.5.5 uses table of contents, index, key words, headings, captions and page numbers to find information;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

4.10 Long, long Ago - The bromtosaurus¹⁰

4.10.1 ENGLISH HOME LANGUAGE

4.10.2 Long, long ago

4.10.3 EDUCATOR SECTION

4.10.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.10.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- **Phonics:** Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

¹⁰This content is available online at <<http://cnx.org/content/m24285/1.1/>>.

4.10.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophies occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

4.10.5 When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.10.6 LEARNER SECTION

4.10.7 Content

- Look at the pictures and draw your own sketches.
- Discuss what is the same about these.
- Discuss what is different about them.

The Brontosaurus



Figure 4.16

Tyrannosaurus Rex



Figure 4.17

LO 5.2.3	
----------	--

Table 4.37

- Write about their similarities and differences.

.....

.....

.....

.....

LO 2.5.7		LO 3.1.3		LO 3.2.1		LO 4.5.1		LO 5.2.3	
----------	--	----------	--	----------	--	----------	--	----------	--

Table 4.38

- Copy the rhyme carefully and neatly.

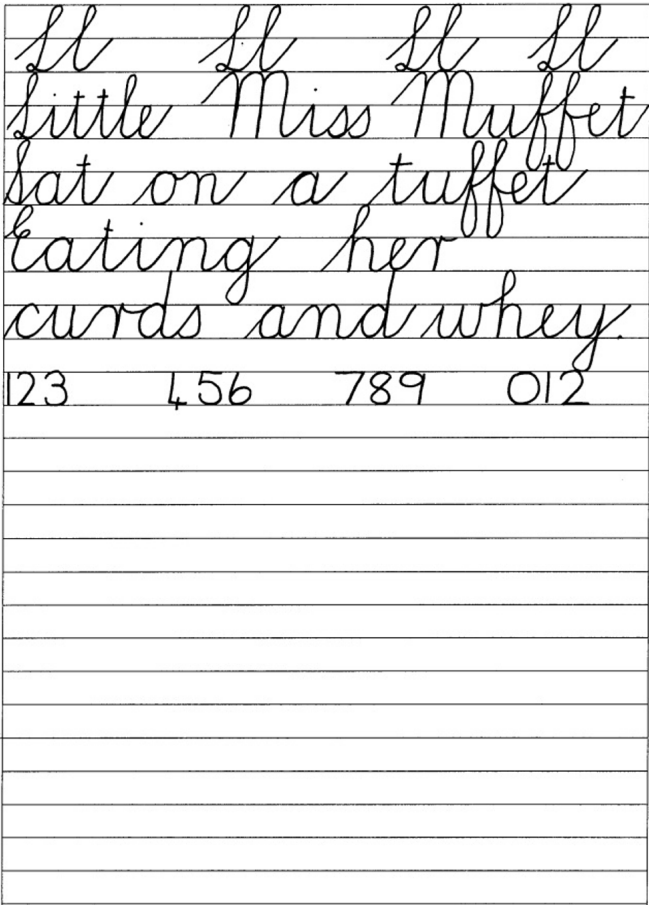


Figure 4.18

LO 4.7.1	LO 4.7.2
----------	----------

Table 4.39

- These words end in the same letters **ey** .
- Re-write them and draw the pictures.

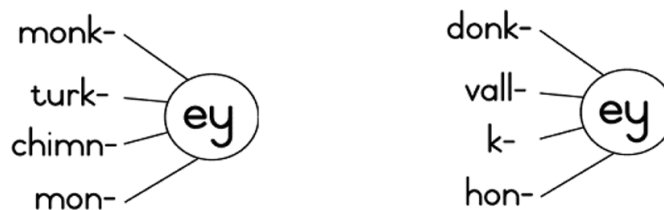


Figure 4.19

monkey
.....

Table 4.40

- Complete the plurals of ...

key	keys
monkey
chimney
turkey
donkey

Table 4.41

LO 3.4.1		LO 6.2.1	
----------	--	----------	--

Table 4.42

4.10.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions: 2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual cues to make meaning: 3.1.3 reads a wide variety of fairly complex texts such as fiction and non-fiction;

Assessment Standard 3.2: We know this when the learner makes meaning of written text: 3.2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.1 varies vocabulary for interest and specific purposes;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.3 uses language to describe similarities and differences, and to analyse, compare and contrast information;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 uses some spelling rules to spell correctly.

4.11 Long, long Ago - My project on dinosaurs¹¹

4.11.1 ENGLISH HOME LANGUAGE

4.11.2 Long, long ago

4.11.3 EDUCATOR SECTION

4.11.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.11.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

¹¹This content is available online at <<http://cnx.org/content/m24337/1.1/>>.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

4.11.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophes occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

4.11.5 When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.11.6 LEARNER SECTION

4.11.7 Content

4.11.7.1 My project on dinosaurs

- Read these instructions carefully.
- Visit the library and find books or magazines on dinosaurs. Read them and study the pictures.

- Do the following project.

1. First page: Make a cover for your project. Write your name on the cover. Decorate it.
2. Second page: Choose three kinds of dinosaurs that you read about. Write short notes about each one under the following headings:

What they looked like?

What they ate?

3. Third page: Make sketches with labels of these three dinosaurs.

4. Fourth page: Design a poster with a dinosaur to be used as an advertisement for skin cream or toothpaste.

- Give your product an original name.
 - Make it so attractive that everyone would want to buy it.
 - Make it colourful.
 - Write a short, relevant slogan or caption.
5. Fifth page: Write a paragraph on why you think dinosaurs became extinct. Begin with: “I think”
6. Sixth page: Write a bibliography with the authors in alphabetical order.
7. Staple the pages.
8. Hand it in to your teacher next week.

LO 1.1		LO 1.2		LO 3.2.2		LO 4.4.3	
--------	--	--------	--	----------	--	----------	--

Table 4.43

- Copy the rhyme carefully and neatly.

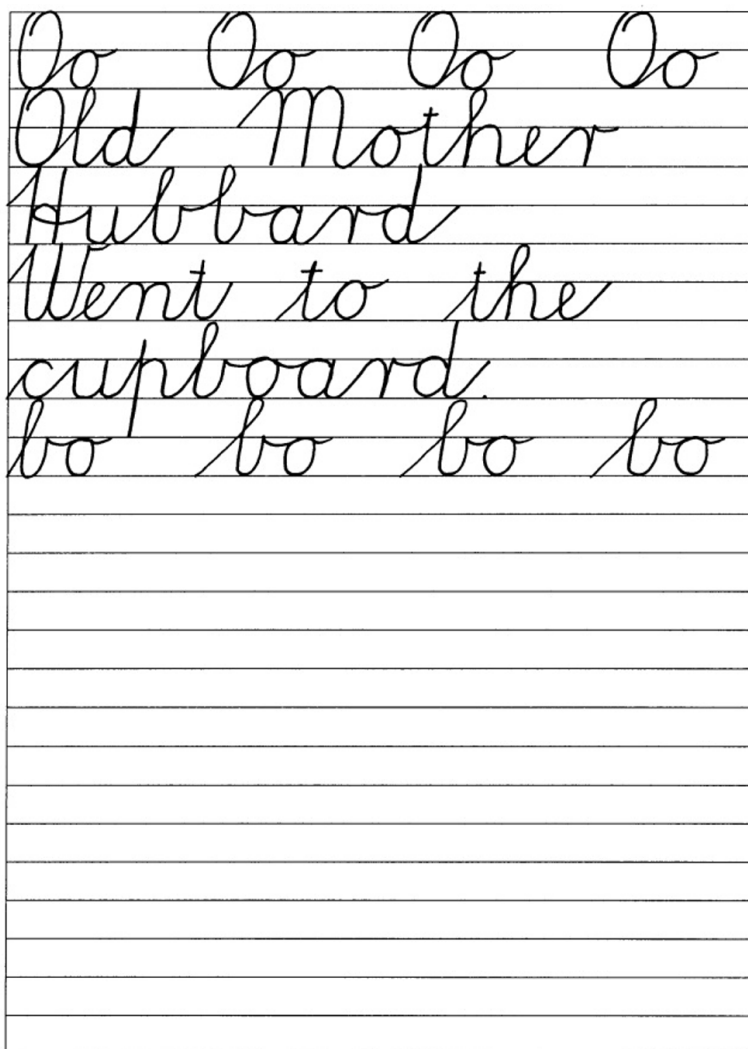


Figure 4.20

LO 4.7.1	LO 4.7.2
----------	----------

Table 4.44

- These words all have doubles and end in a y which sounds like an “i”.

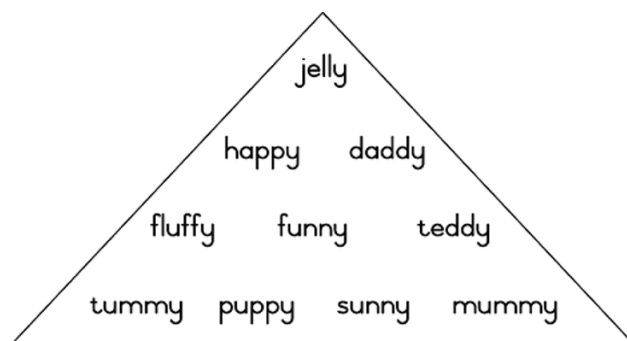


Figure 4.21

- Complete the sentences.

1. That clown is
2. Baby plays with his
3. Here comes.....
4. M..... bought me a
5. I love strawberry
6. I have a pain in my
7. What a day!
8. She gave Baby a toy.

LO 3.5.3	
----------	--

Table 4.45

4.11.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively and responds to an extended sequence of instructions appropriate to the learner's level;

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by asking questions and commenting on that which was heard;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.2 reads instructions related to real life interests and needs;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.3 reads different kinds of texts such as comics, magazines, newspapers;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.4: We know this when the learner 'publishes' (makes public) own writing:

4.4.3 makes own books or contributes to class anthologies;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

4.12 Long, long Ago - My project on dinosaurs¹²

4.12.1 ENGLISH HOME LANGUAGE

4.12.2 Long, long ago

4.12.3 EDUCATOR SECTION

4.12.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.12.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

¹²This content is available online at <<http://cnx.org/content/m24339/1.1/>>.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

4.12.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophies occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

4.12.5 When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.12.6 LEARNER SECTION

4.12.7 Content

- Our story’s name is “Thunder”.
- Can you guess who and what “Thunder” is?
- Read the story quietly to yourself first.
- Make sure you can pronounce all the words correctly.
- Reread the story aloud to your teacher.

4.12.7.1 Thunder Part 1

When Thunder, the baby Brontosaurus dinosaur, hatched out of the egg, he was no taller than your ruler. His mummy was much, much taller than him. She bent down and sniffed, sniffed at her baby and thought, “He is so small! How am I going to feed him, or protect him? When will he be as tall as I am? Oh dear! Oh dear!”

But Thunder stood up straight on his little hind legs, swinging his not so long tail behind him and gave his mother the most beautiful dinosaur smile.

“I’m hungry!” he said. Mummy laughed and walked on towards the nearest clump of trees and bushes in the swampy forest. They stretched their long thin necks and began to eat the nice fresh leaves.

LO 3.2.1		LO 3.3.1	
----------	--	----------	--

Table 4.46

- Copy the rhyme carefully and neatly.

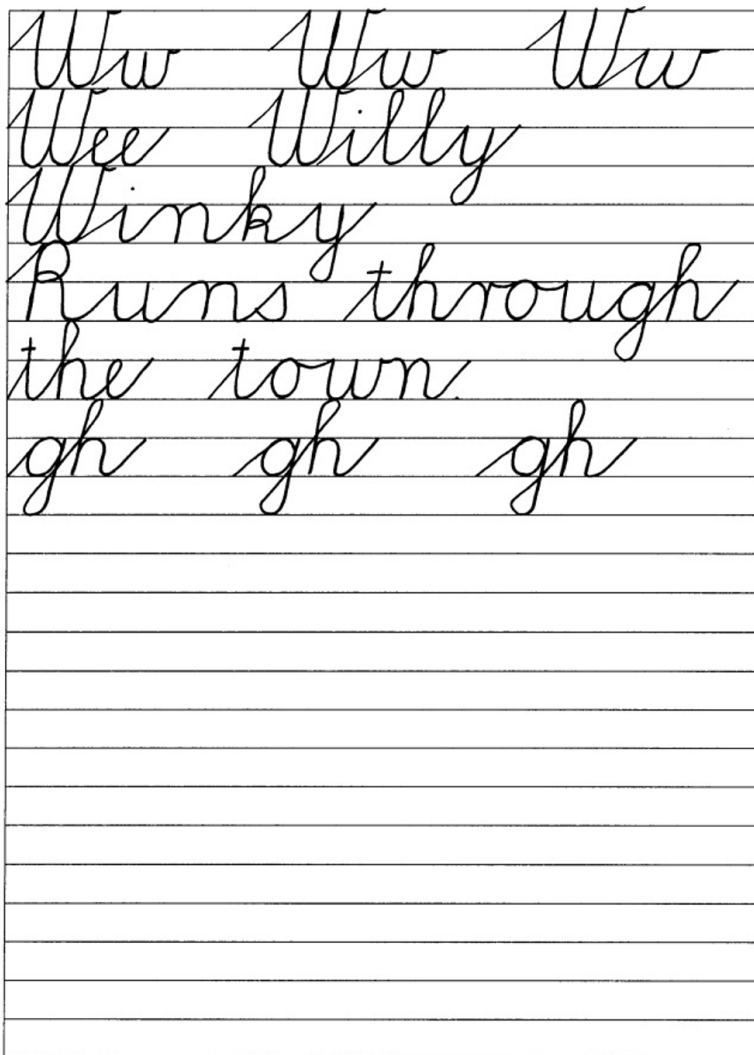


Figure 4.22

LO 4.7.1	LO 4.7.2	
----------	----------	--

Table 4.47

4.12.7.2 Plurals

- See how these words change in the plural.

jelly - jellies

daddy - daddies

teddy -
 puppy -
 tummy -
 lady -
 baby -
 fairy -
 melody -
 cherry -
 berry -
 nanny -

- Draw.

teddies	jellies	cherries	babies
fairies	ladies	berries	puppies

Table 4.48

LO 1.4.8		LO 4.5.5		LO 6.2.1	
----------	--	----------	--	----------	--

Table 4.49

4.12.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or /poem;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 uses some spelling rules to spell correctly.

4.13 Long, long Ago - Thunder Part 2¹³

4.13.1 ENGLISH HOME LANGUAGE

4.13.2 Long, long ago

4.13.3 EDUCATOR SECTION

4.13.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.13.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “ey” and “y” and words that end in “dge” and “tion”.

¹³This content is available online at <<http://cnx.org/content/m24343/1.1/>>.

4.13.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophies occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.13.5 LEARNER SECTION

4.13.6 Content

- Read the story to yourself first.
- Read it aloud to your teacher.

4.13.6.1 Thunder Part 2

Thunder never wandered too far from his mother. Although they had many friends in the forest, they also had many enemies. Mummy often had to charge out to scare off the hungry, cheeky Tyrannosaurus Rex, called T-Rex for short. These dinosaurs were fierce and strong. They hunted the plant-eaters relentlessly, sneaking up behind them. Many a Brontosaurus baby, and even the adults, had been caught unawares and did not live to see the sun rise another day.

Mummy Brontosaurus had a long thin neck and a long, strong tail. She used these to defend herself and Thunder. As luck would have it, she always managed to scare off the vicious T-Rex. Even while they were feeding on the soft, green leaves of the ferns and trees she was alert for any signs of the prowling enemy.

LO 3.2.1		LO 3.3.1	
----------	--	----------	--

Table 4.50

- Copy the rhyme carefully and neatly.

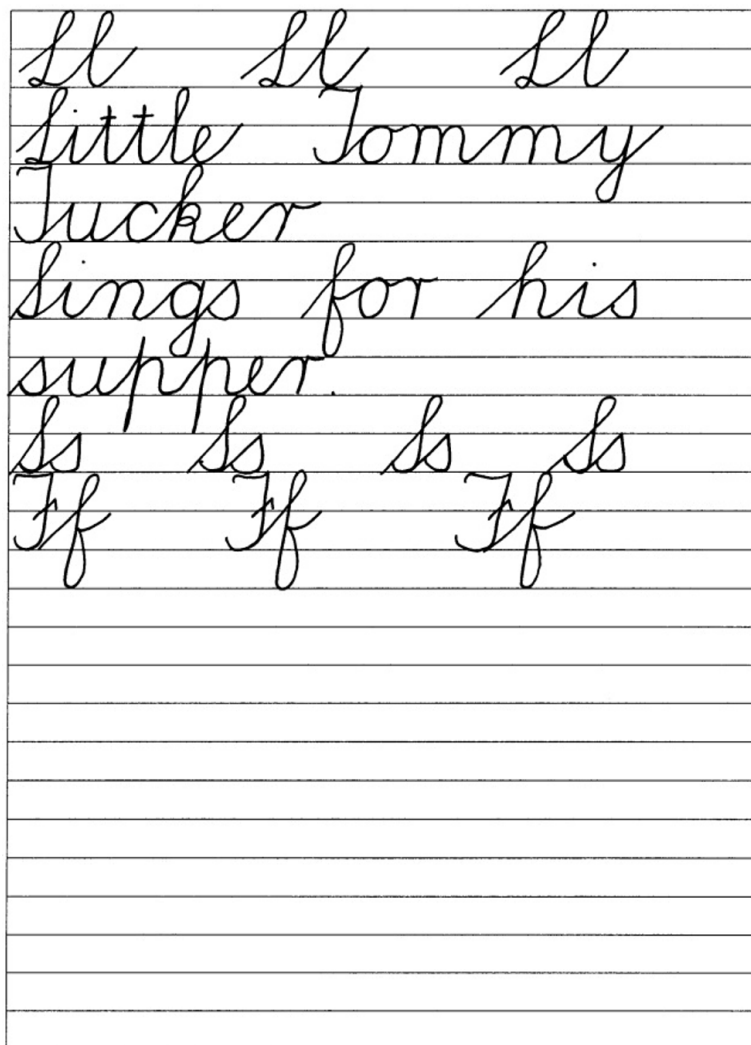


Figure 4.23

LO 4.7.1	LO 4.7.2
----------	----------

Table 4.51

- Learn these words ending in **dge** .

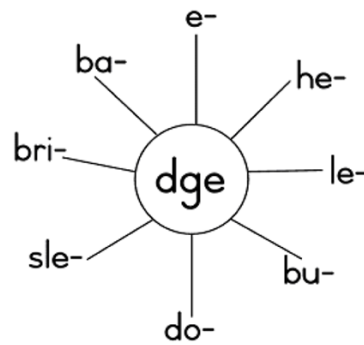


Figure 4.24

- Write them.

.....

.....

.....

.....

.....

.....

.....

- Make sentences with

1. bridge.

.....

.....

2. badge.

.....

.....

3. hedge.

.....

.....

4. judge.

.....

.....

5. fudge.

.....

.....

6. edge.

.....

.....

7. porridge.

.....

.....

.....
 8. ledge.

.....
 9. sledge.

.....
 10. budge.

LO 4.6.2	LO 4.5.5
----------	----------

Table 4.52

4.13.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or /poem;

Assessment Standard 3.3: We know this when the learner makes meaning of written text:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.5 uses knowledge of phonics and spelling rules to write unfamiliar words;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

4.14 Long, long Ago - Thunder Part 3¹⁴

4.14.1 ENGLISH HOME LANGUAGE

4.14.2 Long, long ago

4.14.3 EDUCATOR SECTION

4.14.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

¹⁴This content is available online at <<http://cnx.org/content/m24344/1.1/>>.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.14.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

4.14.4.2 Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophes occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.14.5 LEANER SECTION

4.14.6 Content

- Read and reread the story.

4.14.6.1 Thunder Part 3

One day Thunder and his best friend, Spiky the Stegosaurus, were lying in the shade of a big tree in the forest. They had just finished a huge lunch and were feeling lazy and tired.

Terry, the Pterosaur flapped his wings and landed on a branch above their heads. “Hello, Terry,” they both said. “You are so lucky to have wings”. “I wish I could fly,” said Thunder.

Immediately there was a rumbling and roaring as they had never heard before. The earth shook and darkness covered the forest. All Mummy Brontosaurus and Mummy Stegosaurus could see, was a huge cloud of dust rising from the ground where their little ones had been resting just a moment ago.

They ran forward and called, “Thunder! Spiky! Where are you?” But there was no answer. After searching frantically for hours, Mummy Brontosaurus heard someone calling her from far, far away. She looked up and saw two dark specks high up in the sky. “It’s us,” said the dark specks. “Look, Mum, we’ve got wings. We can fly!” And off they flew.

Discuss.

1. Do you think Terry had anything to do with their wish coming true? Give reasons.
 2. If Terry did not have something to do with their wish coming true, explain what you think happened.
 3. Suggest what you think happened after Thunder and Spiky flew off.
- Where did they go?
 - Did they come back? When? How?
4. Discuss their mothers’ feelings.

LO 2.5.3		LO 2.5.7		LO 3.2.1		LO 5.2.2	
----------	--	----------	--	----------	--	----------	--

Table 4.53

- Copy the rhyme carefully and neatly.

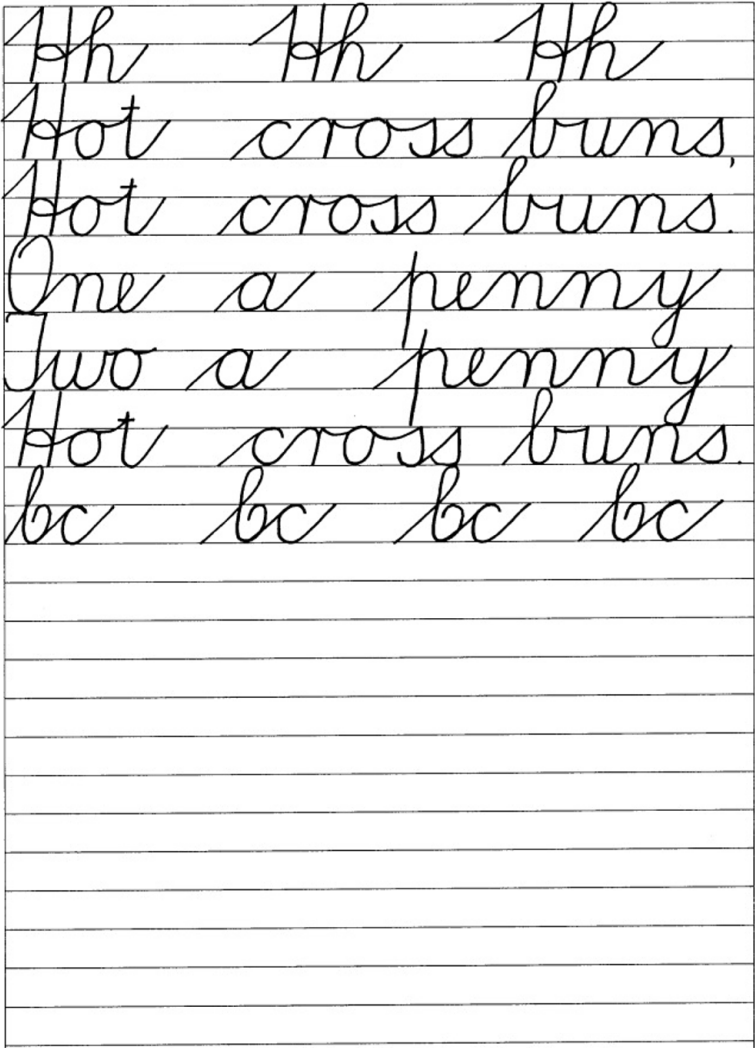


Figure 4.25

LO 4.7.1	LO 4.7.2	
----------	----------	--

Table 4.54

- Learn these words ending in **nge** .

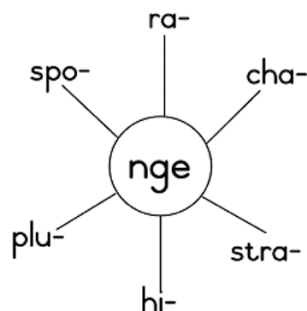


Figure 4.26

- Write them.

.....

- Complete the sentences.

1. The soaks up water.
2. What a story!
3. You must your clothes.
4. The door hangs on a

- Use your dictionary to find the meaning of:

range
 plunge

LO 3.5.4		LO 3.4	
----------	--	--------	--

Table 4.55

- Write your own ending to the story telling us about their adventures and their return journey (if you think they returned!).
- Give your story a title.
- Read it to the class.

4.14.6.2

4.14.6.3 Title

[illegible]

LO 4.2.3		LO 4.4.1		LO 4.6.3	
----------	--	----------	--	----------	--

Table 4.56

- Read these **tion** and **sion** words.

tion	sion
nation	invasion
station	tension
action	explosion
fraction	mission
addition	excursion
subtraction	revision
lotion	division

Figure 4.27

Use your dictionary to find out the meaning of these words.

1. invasion. 2. explosion.
.....
3. lotion
4. mission.

LO 3.4.1		LO 3.5.4	
----------	--	----------	--

Table 4.57

4.14.7 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

2.5.3 suggests or elaborates on ideas;

2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story or /poem;

Assessment Standard 3.4: We know this when the learner consolidates phonic knowledge:

3.4.1 recognises that the same sound can be spelled in different ways;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner drafts a piece of writing for different purposes;

4.2.3 writes an appropriate title;

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.3 applies knowledge of grammar;

Assessment Standard 4.7: We know this when the learner writes legibly:

4.7.1 writes with ease and increasing speed as a result of frequent practice;

4.7.2 completes a writing task within a set time.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it.

4.15 Long, long Ago - Sentences¹⁵

4.15.1 ENGLISH HOME LANGUAGE

4.15.2 Long, long ago

4.15.3 EDUCATOR SECTION

4.15.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

¹⁵This content is available online at <<http://cnx.org/content/m24345/1.1/>>.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.15.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophes occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.15.5 LEARNER SECTION

4.15.6 Content

4.15.6.1 Sentences

- Write your own sentences with these words.
- Read them to a friend.

1. nation.
.....
2. station.
.....
3. excursion.
.....
4. action.
.....
5. addition.
.....
6. subtraction.
.....
7. division.
.....

LO 4.6.2		LO 4.4.1	
----------	--	----------	--

Table 4.58

- Read the speech bubbles and draw appropriate pictures to complete the picture story.

Thunder and Spiky landed with a bump.



Figure 4.28



Figure 4.29

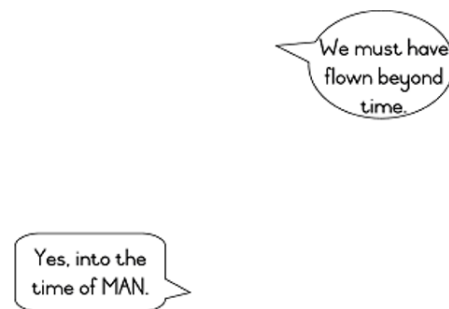


Figure 4.30



Figure 4.31

LO 1.4.8	
----------	--

Table 4.59

- If two little dinosaurs, about the same size as yourself, stopped you in the street and said,
“Hello. We’re lost. Please, will you take us home with you? I’m Thunder and this is my friend, Spiky”.
..... you would have PROBLEMS, many problems!!
 - Divide into groups of four and discuss ALL the problems you would have if you said, “O.K. Come with me”.
 - Write the problems you would have here.
1.
 2.
 3.
 4.
 5.
 6.
 7.
 8.
 9.
 10.

LO 2.5		LO 2.8		LO 3.5.8		LO 4.5.2		LO 5.2.1	
--------	--	--------	--	----------	--	----------	--	----------	--

Table 4.60

4.15.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.8: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

Assessment Standard 2.8: We know this when the learner .

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.2 uses punctuation appropriately;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. cause and effect, drawing conclusions).

4.16 Long, long Ago - Sentences 02¹⁶

4.16.1 ENGLISH HOME LANGUAGE

4.16.2 Long, long ago

4.16.3 EDUCATOR SECTION

4.16.4 Memorandum

For the Educator:

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

4.16.4.1 Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem “Wishes” lends itself to discussion on what the learners will wish for:

An opportunity is given for writing their own “wishing” poem.

Learners at this age are usually very interested in dinosaurs and they listen to the factual writing on different kinds of dinosaurs as the educator reads it. Pictures illustrating these dinosaurs are available for them to refer to.

They use the dictionary to find out the meaning of difficult words and write short paragraphs on the similarities and differences between different kinds of dinosaurs.

Module 8 contains detailed instructions on how learners are to complete a project.

The story of Thunder follows.

¹⁶This content is available online at <<http://cnx.org/content/m24346/1.1/>>.

Thunder and Spiky his friend, have an adventure and fly off in time. The learners have a problem when Thunder and Spiky turn up and ask to be taken home.

Learners themselves write an ending to the story.

More proverbs are discussed and a reading game is included.

- Phonics: Learners learn plurals of words ending in “**ey**” and “**y**” and words that end in “**dge**” and “**tion**”.

Integration of themes

- A healthy environment

Learners find out how a healthy environment can support life but life becomes extinct when catastrophies occur.

- Human rights

Thunder and Spiky have caring, protecting parents as should be the case for all children.

- Social Justice

When the two dinosaurs have to be cared for, learners become sensitive to differences between their needs and those of the learners. In the same way people are different but in spite of their differences they should be treated with respect and their feelings taken into consideration.

4.16.5 LEARNER SECTION

4.16.6 Content

- In your group decide which would be your **BIGGEST PROBLEM** out of the list you wrote.
- Write:

Our biggest problem will be to

.....

- Suggest ideas to overcome this biggest problem.
- Write your ideas here.

1.
2.
3.
4.
5.
6.

- Discuss in your group which do you think is the best solution for your biggest problem.
- Write it:

Our best solution is to

.....

LO 5.3.1		LO 5.3.2		LO 5.3.3	
----------	--	----------	--	----------	--

Table 4.61

- How are you going to tell the class about your best plan? Maybe you are going to tell them.
- If you are going to act it out, your group must decide who is going to be who, and what each one is going to say.
- Act it for the class.
- Ask for their comments and write them.
- This is our plan.

.....

.....

.....

.....

.....

.....

.....

- These are the comments.

LO 2.7		LO 2.7.3		LO 2.7.4		LO 4.1.1		LO 4.6.4	
--------	--	----------	--	----------	--	----------	--	----------	--

Table 4.62

4.16.6.1 Proverbs

- Read the proverbs.
- Discuss their meanings.
- Write a sentence using the proverb.

**Figure 4.32**

- Sentences.

.....

.....

.....

.....

.....

.....

.....

.....

.....

LO 2.2		LO 3.3.1		LO 3.5.6		LO 5.2.2		LO 5.3.3	
--------	--	----------	--	----------	--	----------	--	----------	--

Table 4.63

4.16.6.1.1 A dinosaur game to play

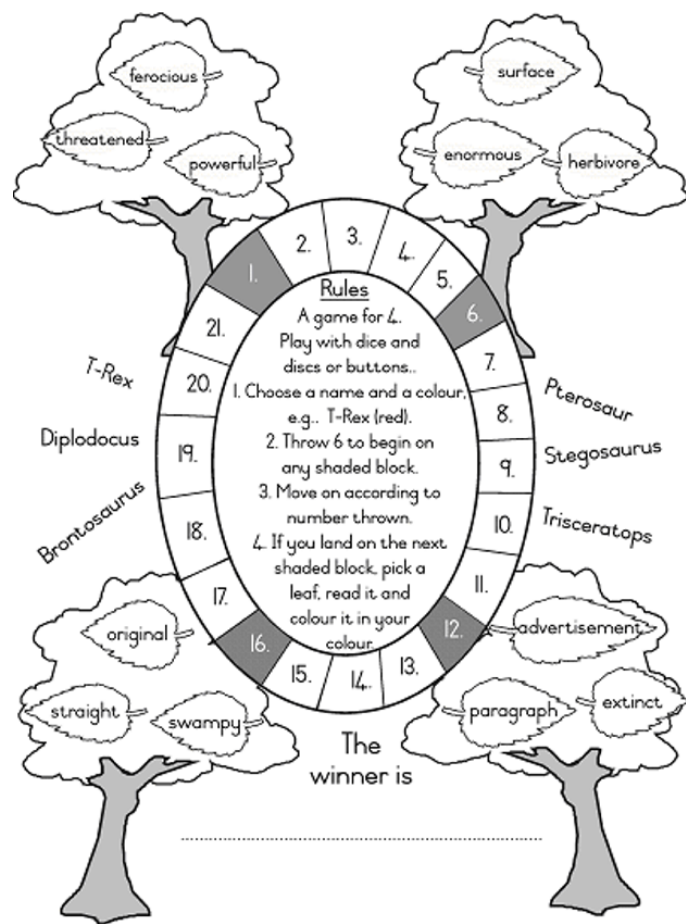


Figure 4.33

LO 3.3.1	LO 3.5.6
----------	----------

Table 4.64

4.16.7 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy:

Assessment Standard 2.7: We know this when the learner makes oral presentations:
2.7.3 uses visual aids to supplement oral presentations;

2.7.4 uses basic strategies to engage listeners;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner makes meaning of written text:

3.3.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.6 plays word games that draw on reading, vocabulary knowledge and skills;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

4.1.1 uses various pre-writing strategies to gather information and choose a topic;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions:

4.6.4 uses knowledge of other texts as models of writing;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it;

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.1 asks questions for clarification, searches for explanations, suggests alternatives when problem-solving;

5.3.2 does simple research: asks questions which help define the task and get necessary information;

5.3.3 plans the steps of a task and shares responsibilities.

Attributions

Collection: *English Home Language Grade 3*

Edited by: Siyavula Uploaders

URL: <http://cnx.org/content/col11114/1.1/>

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24100/1.1/>

Pages: 1-7

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - Marco the Magician"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24101/1.1/>

Pages: 8-13

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - Why the sea is salty - Part 1"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24102/1.1/>

Pages: 13-18

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - Why the sea is salty - Part 2"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24104/1.1/>

Pages: 19-22

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - Question marks for questions"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24106/1.1/>

Pages: 22-27

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - The "e" family"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24108/1.1/>

Pages: 28-32

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - Rhyming"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24109/1.1/>
 Pages: 32-37
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Summer Time - My Poem"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24110/1.1/>
 Pages: 37-41
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24112/1.1/>
 Pages: 41-45
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories 02"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24113/1.1/>
 Pages: 45-52
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories - Robby the rabbit"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24114/1.1/>
 Pages: 52-57
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories - The sly Rabbit Chapter 1"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24116/1.1/>
 Pages: 58-62
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories - The sly Rabbit Chapter 2"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24118/1.1/>
 Pages: 62-67
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Animal Stories - Riddles"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24123/1.1/>
 Pages: 67-74
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 01"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24132/1.1/>
Pages: 75-81
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 02"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24133/1.1/>
Pages: 81-87
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 03"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24135/1.1/>
Pages: 87-93
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 04"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24136/1.1/>
Pages: 93-97
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 05"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24137/1.1/>
Pages: 97-105
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 06"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24139/1.1/>
Pages: 105-111
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 07"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24141/1.1/>
Pages: 112-116
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge - Part 08"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24142/1.1/>
Pages: 117-122
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 01"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24143/1.1/>
 Pages: 122-127
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 02"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24145/1.1/>
 Pages: 127-132
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 03"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24146/1.1/>
 Pages: 132-139
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 04"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24147/1.1/>
 Pages: 139-144
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 05"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24149/1.1/>
 Pages: 144-148
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 06"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24151/1.1/>
 Pages: 148-154
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 2 - 07"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24153/1.1/>
 Pages: 154-161
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge part 2 - 08"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24155/1.1/>
 Pages: 161-164
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 01"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24157/1.1/>
Pages: 165-170
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 02"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24160/1.1/>
Pages: 170-176
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 03"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24249/1.1/>
Pages: 176-181
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 04"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24250/1.1/>
Pages: 182-187
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 05"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24252/1.1/>
Pages: 187-192
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Midge Part 3 - 06"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24253/1.1/>
Pages: 192-197
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24256/1.1/>
Pages: 197-202
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary 01"
By: Siyavula Uploaders
URL: <http://cnx.org/content/m24258/1.1/>
Pages: 202-208
Copyright: Siyavula Uploaders
License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary Day 2"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24259/1.1/>
 Pages: 209-214
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary - Day 3"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24261/1.1/>
 Pages: 214-220
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary - Day 3 A"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24265/1.1/>
 Pages: 221-225
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Jaime's Diary - Day 3 - Follow instructions"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24266/1.1/>
 Pages: 225-232
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Donald's reflections"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24269/1.1/>
 Pages: 233-237
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Commas"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24270/1.1/>
 Pages: 237-240
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Day 2"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24272/1.1/>
 Pages: 240-248
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Opposites"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24273/1.1/>
 Pages: 248-254
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Day 3"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24275/1.1/>

Pages: 254-258

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - Doubles"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24278/1.1/>

Pages: 258-264

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Donald's Diary - My diary Day 1"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24279/1.1/>

Pages: 264-268

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Wishes"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24280/1.1/>

Pages: 268-273

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Long, long Ago"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24284/1.1/>

Pages: 273-276

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - The bromtosaurus"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24285/1.1/>

Pages: 277-282

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - My project on dinosaurs"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24337/1.1/>

Pages: 282-287

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - My project on dinosaurs"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m24339/1.1/>

Pages: 287-290

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Thunder Part 2"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24343/1.1/>
 Pages: 291-295
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Thunder Part 3"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24344/1.1/>
 Pages: 295-301
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Sentences"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24345/1.1/>
 Pages: 301-306
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Long, long Ago - Sentences 02"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m24346/1.1/>
 Pages: 306-311
 Copyright: Siyavula Uploaders
 License: <http://creativecommons.org/licenses/by/3.0/>

About Connexions

Since 1999, Connexions has been pioneering a global system where anyone can create course materials and make them fully accessible and easily reusable free of charge. We are a Web-based authoring, teaching and learning environment open to anyone interested in education, including students, teachers, professors and lifelong learners. We connect ideas and facilitate educational communities.

Connexions's modular, interactive courses are in use worldwide by universities, community colleges, K-12 schools, distance learners, and lifelong learners. Connexions materials are in many languages, including English, Spanish, Chinese, Japanese, Italian, Vietnamese, French, Portuguese, and Thai. Connexions is part of an exciting new information distribution system that allows for **Print on Demand Books**. Connexions has partnered with innovative on-demand publisher QOOP to accelerate the delivery of printed course materials and textbooks into classrooms worldwide at lower prices than traditional academic publishers.